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ABSTRACT

This journal consists of guides to instructional materials and articles on subjects of interest to teachers in bilingual education programs. The following articles and regular features appear in this issue: (1) "Social Class or Culture? -- A Fundamental Issue in the Education of Culturally Different Students," by Frank Angel, an excerpt from a discussion of the confusion of the two concepts of social class and culture; (2) "Behavior Modification Perspective and Bilingual/ Bicultural Education Models," by Todd R. Risley, an excerpt; (3) "A Re-Appraisal of Spanish-English Bilingualism for Bilingual Education in the U.S.A.," by Atilano A. Valencia, a discussion of different perspectives of bilingualism and the resulting orientations; (4) "Supply and Demand Factors Related to Bilingual Spanish Teaching Candidates Emerging from Public and Private Colleges and Universities in California, 1976-1977," by Robert Forbes and Berenice Haley; (5) "Instructional and Resource Materials: Annotations"; (6) "Literacy for America's Spanish Speaking Children," by Eleanor Wall Thonis, an excerpt; (7) "Publications of the National Dissemination and Assessment Center, Los Angeles," brief descriptions of recently published and forthcoming material; (8) "Test Review: Basic Inventory of Natural Language (BINL);" and (9) "Selections from Native American Poetry." (AMH)

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VOL. 1 NO. 3 SPRING 1978

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Bilingual Resources

VOL. 1 NO. 3 SPRING 1978

PUBLISHER'S NOTES

BILINGUAL RESOURCES is a guide to bilingual, multicultural instructional materials, tests, and instructional techniques. Annotations and reviews describe materials available in the United States, its possessions or territories. Feature articles describe procedures for the appropriate use of materials, tests, and instructional techniques as well as materials development efforts.

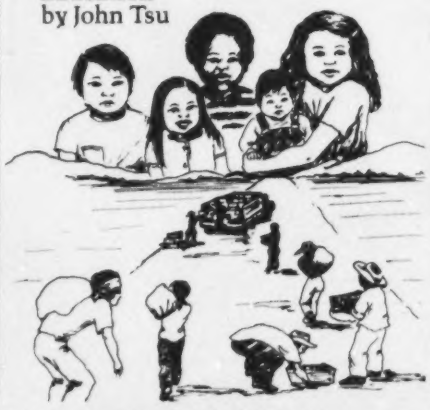
This publication is prepared by the staff of the National Dissemination and Assessment Center, Los Angeles. The main objectives of the Center are to disseminate information on bilingual education and to publish and sell at cost selected bilingual materials. The Center welcomes your recommendations of materials for review in this publication.

Coming in Fall **BILINGUAL RESOURCES**

An interview with Dr. Julian Nava. A member of the Los Angeles City Board of Education since 1967, Dr. Nava discusses the status and needs of the Chicano in today's classrooms.

Also: *Toward the Development of Minimal Specifications for Language-Related Language Assessment* by Josué González and Ricardo Fernández

The Future of Asian Bilingual Education
by John Tsu



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FEATURE EXCERPTS

Social Class or Culture?

A Fundamental Issue in the Education of Culturally Different Students

by Frank Angel

We have come quite a long ways in our thinking regarding the education of students who are culturally different from those of the majority culture in the United States, and more specifically in New Mexico. Starting with the early endeavors of Tireman and Marie Hughes in the 30's, we have moved to considerable sophistication and consideration of a number of factors other than language. Unfortunately, the progress in theory has not been matched by similar progress in practice; practice continues to lag considerably behind theory. Even in theory, some people are at an early stage while others have pushed on to more advanced ones. Some are still at the language stage of theory in the explanation of poor school performance by many Spanish-speaking and Indian students, primarily at the English-as-a-second-language stage. This is not to imply that second language teaching is unimportant. Others have expanded the language concern with the inclusion of the teaching of the native language, primarily Spanish to Spanish-speaking children and Navajo to Navajo-speaking children.

Many others, judging from the present deluge of writing on the Mexican-American, are concerned with socio-cultural-political factors as these explain the exploitation of the Mexican-American and his resultant subordinate and disadvantaged social position.

Within professional education itself, there is at present some broadening of consideration of factors linked with the socio-cultural environment, concerns that go beyond the psychology of classroom behavior. Some of the newer concerns in professional education go beyond purely lingual factors and include concern with learning and learning styles and how these might be conditioned and influenced by culture; another concern is with the affective development of culturally different students and how this varies from that of middle class and majority culture students; still another is concern with the implication of newer concepts of intelligence and their impact upon pedagogical practices; related to this latter factor is the implication of research on the teaching of thinking and how the results might be applied to teaching culturally different students; another concern relates to the findings of nutrition — more specifically — of amino-acids (proteins) in brain growth and development; finally, concern is being manifested in the relation of motor skills and intelligence — namely, that there is a high positive correlation between high competence in motor skills and intelligence.

Some of these new thrusts may prove to be dead ends; others may prove to be quite productive and helpful. The main point I want to make in citing a few of these new elements is to emphasize the fact that the needed focus in the education of minority groups in New Mexico must be larger than that implied in the term "Bilingual Education." The same may be true of "Culturally Different" or of "Disadvantaged Children" or "Compensatory Education."[1] The labels tend to channel and direct our thinking to the variables named and might tend to exclude concern with a larger context of variables which might be considered. I would propose that we use the term "The Education of Minority Groups" as a more generic term. However, this phrase might be too limiting for those of us who are concerned with the total life of minority groups because it channels concern primarily with education whereas attention needs to be given to economic, political, and social factors as well.

Reprinted from *Topics on Bilingual-Bicultural Education*. Henry W. Pascual, ed., 1977, by permission of State Department of Education, New Mexico.

[1]Terms which not only limit the focus but imply superiority of the majority culture and inferiority of the minority.

I have spent a few minutes in providing this context because I want to deal with an educational problem that has broader linkages than solely classroom concerns. I would like to invite you to explore with me what seems to me to be a fundamental problem in the education of the Spanish-speaking and Indian students in New Mexico, namely, whether it is factors associated with poverty and lower social class membership that we should focus on in order to improve the school performance of the so-called bilingual student or whether it is cultural factors that are most important; or whether it is a combination of both in certain particular combinations. I hope that such an analysis might provide us with insights that would be helpful to us as teachers or at best clarify some of the thinking regarding the problems involved.

I was forced into an examination of the problem by a student who was enrolled in a teacher preparation program at one of the institutions of higher learning in the state. Dr. Horacio Ulibarrí and I had been working with a group of teachers in a "Cultural Awareness" workshop. He had just finished giving one of his excellent diagnostic, analytical presentations relative to the social position of the Mexican-American. I followed him by talking about some of the implications regarding Piaget's thought and theory about the development of intelligence as these could be applied to the teaching of the Mexican-American. In the discussion that followed, the student said, "I think all of this is very interesting. I think you have succeeded in making me culturally aware. I am very sympathetic with the plight of the Mexican-American and feel no prejudice against him. However, as a teacher, I want to know what to do *differently* for the Mexican-American child than what I should for the Anglo child when I am teaching him that 2+2=4."

After a great deal of intellectual toe dancing, we somehow gave her an answer. I'm sure that she was not satisfied. The plain fact was that we could not answer her question from the kind of theoretical position we were maintaining and which we have promulgated. We went up and down the transcultural continuum; we talked about stages of child development; we talked about the relation of concepts to languages; we talked about task analysis and entry behavior and preparing the child for the lesson objective; we talked about language facility, etc. In subsequent weeks I thought a great deal about her question and its importance. If we can't tell and show teachers what they should do differently with culturally different children when they get down to specifics in the every day work of the classroom, is it because culture does not make this kind of difference or impact in this way? It is, in effect, the real test of the validity of what we have been sponsoring for the past 25 years.

I have examined all types of questions including whether we are asking ourselves the right questions. Perhaps we are caught in a dilemma of our own making — that continuing to emphasize cultural differences leads us nowhere, pedagogically speaking. Are we on sounder ground in approaching the teaching problem in terms of diagnosing pupil entry behavior for a particular lesson objective and developing the appropriate teaching strategy to induce the learning we want to take place? Does culture enter into the teaching and learning picture as a generalized or attitudinal variable and not in specific terms, or one way in some cases and another way in others which we cannot specify with our present knowledge? Would we help the boys and girls in our schools more if we concerned ourselves with

compensating for the erosion and psychological damage caused by poverty and lower social class membership? In short, are the answers we are seeking in the improvement of the education of Spanish-speaking and Indian children primarily those of social class or those of culture? Why is this question so important? If, in effect, the school performance of Spanish-speaking and Indian students is due to cultural factors and influences and their conditioning impact on the intellectual, affective and psychomotor behavior, it is essential for teachers to understand this and to take such steps in their teaching that will take them into consideration. The puzzler has been how to relate culture to teaching practices on the one hand, and learning on the other. The problem is not that we have focused on the *teacher* too much in the past and have neglected the *learner*, as some people believe, but rather the problem has to do with the processes of *teaching* and *learning*. It is relatively easier to ferret out culture and its impact on teachers as people and learners as people; but it is considerably harder to trace its impact on the processes — and this is where the kernel of the matter lies. When one considers the teaching and learning of math and of social studies and of natural sciences especially, what should the good teacher do differently for a culturally different child than for an Anglo child? The same question may be asked about the processes used in guidance and administration. Some of us have believed that sensitivity to the fact that there are these cultural differences is not enough.

A good teacher, for example, would be concerned not only with the acquisition of knowledge by the student and his entry behavior for such acquisiton, but would also be concerned with the affective component of teaching and learning and, additionally, would take a student's learning style into consideration. A good teacher would be accepting of the fact that the child is a Mexican-American or an Indian and would also accept a curriculum based on cultural plurality rather than a monolithic one. What more, the question arises, or how differently would the teacher behave in all of these elements when working with a culturally different child? The proof is placed on the shoulders of those of us who have sponsored the notion of cultural differences.

It is relatively easier to identify cultural differences in curriculum matters — on what should be taught. For example, we have claimed that the typical school curriculum has neglected the Hispanic and Indian and Black cultural heritage. There are all kinds of unresolved problems in this area, but in general terms, it is clear what the school should do. All curricular areas will profit from the addition of cultural materials from Hispanic, Indian, and Black cultures, including math. The Iberic peoples through the Moors introduced mathematics to Europe and through Europe to America. The inclusion of the teaching of Spanish in the elementary, junior, and senior high schools as both an object of study and as a means of instruction, is another element that derives from culture.

It is relatively easy to see the implications of demands for equality in economic, political, and social affairs. Perhaps the implications of cultural differences apply primarily on curriculum and on social equality rather than on the teaching and learning processes. Another bit of evidence supporting the social class hypothesis comes from those Spanish-speaking youngsters who belong to the middle class. From observation and experience we know these students function in school at the same level and in much the same way that Anglo middle class students do. Strangely enough, little has been done to document this through research — an obvious need in developing the research basis for bilingual education.

It is even easier to see the impact of social class differences on teaching and learning, particularly that of lower social class membership. There is an ever-growing amount of research and experimentation regarding the impact of poverty on the intellectual, emotional, and physical development of children. In fact, the implementation of what is now known about cognitive development during infancy and early childhood, what is known about amino-acid research, what is known about effective teaching and learning, what is now known about lower class family dynamics, the known need for including inter-group relations and experiences, if applied, would improve the learning picture of the Spanish-speaking and the Indian students enormously.

One review of work dealing with the disadvantaged identified three major factors having to do with how the lower class child is different from the middle class child in factors having to do with cognitive development.[2]

> . . . it is already clear that in the very early months and years of a child's life the development of his cognitive processes is significantly affected by the quality of his environmental experiences. But what are the factors that make the difference? Assume that an infant enjoys a decent stability on the affective side of his life — that he is loved and nurtured in ways that make for basic trust, happiness, self-esteem, and freedom from undue anxiety; what, then, are the ingredients essential to cognitive growth?
>
> Speaking very broadly, one major essential seems to be stimulation. The child's environment ought to be interesting; there need to be people to watch, to communicate with, to play with. There need to be things to feel and manipulate (and chew!). There must be variety and challenge, too — problems to solve that involve some "stretch," for even a baby can quickly grow bored, fall into routine habituation, and get stuck at one level of development. To supply just the right kind of stimulation is not so easy, however, for there are nice problems of "match" — that best mix of comfortable familiarity and slightly strange novelty; much novelty may only be frightening, too much challenge only frustrating. . . .
>
> One qualifier may well be entered here, though it is hard to define with any precision. Apparently, there is need, within a rich and varied pattern of stimulation, for enough order and structure to avoid a degeneration into a mere buzzing, blooming, confusion. . . . If the things in his life are too helter-skelter, he may not learn to concentrate on one, explore it systematically, and build an orderly concept on it.
>
> A second major ingredient, probably increasing in importance as the infant grows older, appears to be full and well-articulated *verbalization*. This more than the development of a large vocabulary — though that is important. What is involved is a system of symbolization. This includes abstractions as well as the names of concrete things; and it includes a coherent though simple logic (based on perceptions of relationships, of cause and effect, etc.). Of course, there are nice problems in timing in this. One does not want a frantic pushing toward adult models. But judicious help can move a child along comfortably toward expressive language that will carry the load of some precision.
>
> A third ingredient may well take the form of a kind of *sensory* sharpening. Perhaps this is nothing but the first and second put together; that is, having a rich variety of experiences. At any rate, it is evident that even small children can be aided to hear words accurately, to discriminate more finely in all the sensory modalities (touch, and smell as well as sight and hearing), and just to notice more of their environment and react to it more vividly.
>
> . . . it is worth nothing that the "essential ingredients" just described virtually constitute a definition of the difference between the worse homes and the better ones. Obviously, great gains would be made if we could somehow bring the less nurtural families closer to the existing practices of the better ones. One cannot help wondering whether intuitive practices of the more nurtured parents could not be still further improved on the basis of research.

[2]Fred T. Wilhelms, *The Influence of Environment and Education*, National Association of Secondary School Principals, April, 1969, pp. 1-36.

In summary, the research and knowledge output and experience in the *Education of Disadvantaged Children* and from *Compensatory Education* have exciting and very fundamental applications to the education of the Spanish-speaking, Indian, and Black lower class student in our schools from early childhood through the university, not only in regard to cognitive development but affective and psychomotor as well.

In our work in Latin America, we have found that it was primarily social class differences that made the difference between the school performance of students rather than differences which could be attributed to culture. In some countries, however, the large indigenous populations require attention to cultural factors.

One wonders whether our so-called "bilingual problem" is not primarily one of *equality* rather than one of *culture*. The amount of new information relating to the impact of lower class membership upon students is increasing in both quantity and quality. We could do worse than apply this new knowledge. If we had the same kind of quality of research and experimentation regarding the impact of culture, perhaps we could more easily determine what to do, but researchers and theorists have not given the same amount or quality of attention to cultural differences than they have to social class factors. It seems to me that before we discard the culture concept and its applications to education, we should give it a good try. We have not yet done so. One of the problems involved is that of disentangling *culture* and *society*. As David Bidney says,[3] "Culture as conceived is inseparable from the life of human beings in society; it is a mode of social living and has no existence independent of the actual groups to which it is attributed."

Before continuing with the analysis, it might be profitable for us to attempt to define and differentiate between *culture* and *society*. According to Biesanz,[4] *culture is the learned portion of human behavior, the learned part of the environment;* it is a way of life. The group of people that share a common culture is called a *society*. All humans share in common the same biological basis for culture. All cultures have similarities and differences. All cultures have a *technology*, an *economic system*, a *social structure* that includes the *family* and a *system of social control* as well as *political organizations and government*, an *educational system*, a *belief system*, a *language system*, a *recreational or play system*, and an *aesthetic system*.

Culture exhibits certain similarities in all societies because *homo sapiens* is all one species, with the same psychological make-up, the same organic needs, and the same essential life experiences the world over. Yet, humanity has as many ways of satisfying the same organic and psychological needs as it has separate groups.

Cultural similarities may be summed up in terms of the content of the culture. All societies satisfy the same needs in many different ways. Why this immense variety in cultural behavior? Two possible answers are that each group's culture is dictated by its biological heredity or by its geographic environment. Probably a better explanation may lie in the fact that humans are highly flexible and adaptable and have lots of creative energy and intelligence left over after they have solved their basic problems of group life.

Several other characteristics of culture are part of the definition. (a) Culture is socially transmitted — that is, learned from others. (b) Culture is ideational — carried in the minds of individual members of the society as a set of ideas, of common understandings about the right and proper thing to think, feel, say, and do in any given situation. (c) Culture is socially shared. (d) Culture can be preserved and accumulated; thus, it is highly stable and continuous. (e) Culture tends to be organized and integrated.

Society on the other hand, is primarily a concept of social structure, of social organization, and of group life and interaction. Among the basic elements of social structure are the institutions of the society, the social stratification system, and the social processes.

Problems in Disentangling the Culture and Society Concepts.

We have already pointed out the fact that in real life, both culture and social groups are so intertwined as to make it difficult to identify each element. This raises the question of whether we are dealing with abstractions and not with the way things are in real life.[5] We do this frequently in dealing with human behavior; for example, we speak about cognitive, affective, and psychomotor as abstractions. In flesh and blood terms all of these elements are combined in the human being.

Another problem in this area lies in the indiscriminate use of *culture* and *social class*. A great deal of what is being said about culture is based on an oversimplistic concept regarding what culture is. Still another problem lies in the fact that all cultures, and therefore all human beings, are both similar and different. Quite often cultural similarities are confused with differences and vice versa. At times we attribute greater or all the weight to the differences and very little or none to the similarities.

The fact that all of the content elements of culture are so interwoven in real life as almost to defy analysis makes the problem very difficult. When you add the interweaving of culture and society, the problem assumes a magnitude that is indeed discouraging to the analyst and researcher and eventually to the practitioner.

Finally, a very difficult problem arises from the fact that many Spanish-speaking people have been almost completely acculturated to the Anglo middle class while many others are still found at the traditional end of the acculturation scale. One gets the impression that those supporting the Cultural Difference hypothesis are really referring to those at the Traditional Culture end of the continuum and their ideas do not apply to those who to all intents and purposes have assimilated lower class Anglo culture.

[3]David Bidney, *Theoretical Anthropology*. Columbia University Press. New York, 1953, p. 24.

[4]John and Mavis Biesanz, *Modern Society*, (Second Edition), Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1959.

[5]There are a number of troublesome questions involved in this analysis. One is related to the fact that each culture has an economic system and that the social system has a stratification system which denotes a lower social class. One of the characteristics of the lower class is poverty which under the Culture-Society categorization belongs in the Culture category. Another is related to the problem of whether one should conceive of Culture as encompassing all social groups and whether there are then social class variations of the dominant culture. Finally, the conceptualization of the so-called "Culture of Poverty" which incorporates elements of social class and Culture.

I'm sure that many of you are thinking, as I am, that the attempt to disentangle these elements is an exercise in intellectualizing dear to the college professor and that it is unimportant anyway or why bother when one can take the totality of whatever Spanish-speaking problems are, identify them specifically, and work toward their solution. If the teacher accepts the students and helps them to grow and develop, that is what is important. Let us approach children as children and not as children who are different because of color, culture, or social class position. All right then, let's quit talking about cultural differences.

Still, there is the nagging doubt that culture still is important. We can observe the effects of culture at a gross level as when we see that an American thinks, acts, moves, and feels differently than a Japanese in Japan or an Eskimo in Alaska or Canada. We know that perception is crucial in behavior and that culture affects perception. We know that culture tells us what to look at, pay attention to, and what meaning to attach to what we see and finally how we are to react. If it is this fundamental, surely, it must impact on students and must be taken into account in the teaching and learning processes.

Mari-Luci Jaramillo* and I, pondering about cultural differences, have wondered if the most productive way to trace culture to behavior and eventually to teaching and learning is not at the *feeling* rather than at the curricula or cognitive levels. This would imply knowing how students *feel* about their families, their people, their food, their music, their art, themselves. It would imply empathizing with them as they go about their learning tasks in the school.

A rather prominent factor in the teaching/learning relationship which derives directly from the culture concept is that of *ethnocentrism*. This refers to the idea that *our* culture, *our* way of life, *our* way of doing things, *our* food, *our* customs, etc., are the best and others are inferior. It is a universal phenomenon and an inevitable one. If carried to extreme forms it becomes a disadvantage, as for example, the teacher who feels that the WASP culture is the best and that Mexican-American, Indian, or Black culture is inferior. It works to a disadvantage the other way around also.

Teachers have reacted to ethnicity, color, and other physical characteristics, torn or dirty clothing, and haircuts in stereotypic ways that have done much injustice to the students. These stereotypes are basically ethnocentric stereotypes, and their abolition in teachers dealing with Spanish-speaking and Indian children is a must.

I would like, as one final bit of this analysis, to attempt to apply some of the ideas to the matter of *learning*. We know that all children learn — that is, they modify their behavior. This means all are capable of learning. We know basically that all humans learn in the same way, that human intelligence develops in much the same way in all humans. Of late we have become interested in the work of Piaget and how we can apply his concepts to help Spanish-speaking and Indian youngsters and youngsters in general develop their potential intelligence. What seems to occur with these students is a failure to make the transition from concrete levels of thinking to the more abstract and formal levels of mature thought. We are learning also to discard older concepts of intelligence that have done so much harm in classifying children as stupid and bright on the basis of intelligence tests, and I substitute for it the notion that children come to us in school with certain resources developed to a certain level and that our function is to pick them up at that point and continue assisting in further development. Part of what we have charged as a discriminatory middle-class curriculum is, in fact, the continued application of psychological and educational concepts that no longer have any validity. Intelligence is one of these, and we are just beginning to realize that the bias in favor of conceptual-verbal learning is another. In this connection one of the most viable and promising education concepts has been forwarded by Bloom under the rubric of "Learning for Mastery."

One further note on learning. Recently there is a great deal of interest in the notion of "Learning Styles." The idea is that students and humans in general have preferred modalities for learning. Everyone uses the senses for receiving sensory data; some may rely more upon one or more or particular combinations of these in learning. Thus, some of the ideas are reflected in the names given to these learning styles, such as, impulsive-reflective, reception-discovery, concrete-abstract, etc. In the context of this paper, the question arises whether culture or social class conditions children to certain of these modalities. For example, the anthropologists have told us that communal cultures tend to be pragmatic, that is, they relate to the seen and experienced world, not to an abstract one. One surmises that the thought processes used by communal people are related to the non-abstract. If so, then the children of the people have been conditioned to non-abstract thought processes and perhaps to certain learning styles. This would, of course, place students conditioned by communal cultures at a distinct disadvantage in a school that emphasizes conceptual-verbal, that is, abstract, thought processes. Perhaps also this explains, in part, what happens to lower-class children in school irrespective of their cultural origins. In this context the teaching/learning problem is how to help students overcome the limitations of culture or social conditioning so that they can progress in school.

Conclusions

Looking at the problem of the education and improvement of the lives of the Spanish-speaking, Indian, Black and lower class peoples from a different point of view, it is apparent that economic factors loom large. The social distance between the advantaged majority and the disadvantaged minorities is great, with recent structural changes in American Society increasing instead of decreasing. This means that social rather than cultural factors are more important. Whether this is as true in the pedagogical sphere is partly what this paper is all about.

It appears that the effects both of lower social class membership and of culture have an impact on the Spanish-speaking and Indian students. We have entered a plea for conceptualizing the problem of the education of the state's minority groups as more than a purely bilingual one. The attempt to disentangle economic factors from cultural factors is an extremely difficult and complex task due partly to the complexity of the culture concept itself and partly to the lack of sufficient knowledge derived from research regarding its impact on the teaching/learning processes. The over-simplification of the culture concept, the failure to conceive of it as an integrated totality which includes cognitive, cathectic, and evaluative elements, the failure to take into account the great variability of acculturation that has taken place

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leads to the dichotomization of "traditional Hispanic or Indian culture" on the one hand and the "Anglo" on the other. The reductionism of the concept of culture to *values* only, for example, the monolithic concept of "Anglo" or "majority" culture, leads one to conclude that the insistence of continuing to ascribe educational and social problems solely to differences in culture is not as helpful as we had supposed.

Additionally, from a pedagogical point of view, the insistence upon making culture the central variable detracts and channels thinking, and hence practice, away from much excellent thought and experience derived from working with the disadvantaged which, at this stage of knowledge, might go further in improving the education of "culturally different" groups.

My own position at this time is that we should use culture and cultural differences as starting points, but to stop there misses the point of the real needs of the minority groups. Some of the thrusts in practice which are clearly derivative from cultural differences should, of course, be continued, namely, the language programs, the development and integration of Hispanic and Indian and Black Cultural Heritage materials into the curriculum, the "Cultural Awareness Programs," and others.

From the research on lower class impact, we get the notion that the English-as-a-second-language and the teaching-of-Spanish programs should be steered in the direction of including the development of language for symbolization purposes as an important objective and not solely or primarily for communication purposes. The difference is a subtle one but of such magnitude of importance as to merit considerably more attention than it has received up to now in linguistic theory and in teacher-training programs and in practice.[6]

One of the most obvious, but extremely neglected, aspects of minority group education is the improvement of inter-group relations among all minority groups and the majority groups. It will not be enough to have students and teachers learn more about each others groups' contributions. Acceptance of each other begins with toleration but this is a very low level category in any kind of inter-group taxonomy. We badly need an inter-group taxonomy. We must get people to the stage of "feeling sensibility" and finally to the stage of working and living together without the obstacles of stereotyping, of scapegoating, of discriminating, and of hating that prevent common and effective human relations.

To my young teacher friend who naively thought that the question she asked me was easy to answer, I give thanks. I'm not sure that I can answer it even now, if I held solely to cultural explanations. I have learned that we led her into the question, and we shouldn't have led her to such a simplistic expectation.

Finally, I hope that this paper is seen as a preliminary exploration which begins to open up new avenues of thought and practice. I am convinced, however, that if we cannot get to the point of being able to explain and demonstrate how we should teach minority group students differently from those of the majority group, we may be engaging in interesting matters that support the objectives of the cause, but which do little actual good in the school. It seems to me that the use of cultural differences as a political tool, while perfectly justified, may be an obstacle in deriving effective pedagogical practice. If so, let us be a little more careful in our differentiations lest in our zeal we may hurt our bilingual children more than we help them.

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[6] As a beginning in this direction, see Marion Blank and Frances Solomon, "How Shall the Disadvantaged Child Be Taught?" in *Educating the Disadvantaged*, Vol. I, Parts 1 and 2, Allan C. Ornstein, editor. AMS Press, New York, 1970.

Behavior Modification Perspective and Bilingual/Bicultural Education Models

by Todd R. Risley

First, I want to define what behaviorism is, and then give you some examples of how we approach things that are appropriate to the kinds of problems you are dealing with.

I am always mildly puzzled at behaviorism being presented as a theoretical position when the thrust of the current activity in behaviorism is really not theoretical at all; it is simply empirical.

Three Emphases

Our first and foremost emphasis is that we should talk about only those things that we can see and those that are public. That means that when you are dealing with a problem of a child, you talk about it in terms of the ways you know about that problem. What is it that people see that the child is doing? What is it that other people are doing in relation to the child's actions? What problems is the child showing through behavior? If the aimed-for goals are the overall wisdom, humanity, and self-esteem of a child, you would be talking about the ways you would know that a child had those attributes. How would you know the child was wise? How would you know whether the child had self-esteem? And how would you know if the child was a "nice person," a person who was concerned and attentive about the well-being of somebody else? The things you talk about should be fairly specific to the things that you and I, if we sat down together and looked at a child with the problem, could both see and both agree upon.

The second emphasis is on being able to specify where it is you want to go, what you want to have, and how you would know it when you got there — and on ongoing evaluation and continuous adjustment of programs to insure consistent progress and final attainment of these specified goals.

The third emphasis of behaviorism is the documentation of effective procedures by the experimental method — and a pervasive reluctance to promulgate procedures which have not been subjected to an experimental test.

Two Behavioral Approaches to Language Learning

Let me give you two general approaches to problems of language learning that would characterize current behavioral procedures. One would be the procedure exemplified by the Bereiter-Englemann program, where a child learns from materials presented in a very organized, structured fashion, and you have either social or tangible reinforcers or rewards. It goes like this:

Teacher: This is a cup. Say *cup*.
Student: Cup.
Teacher: What is this?
Student: Cup.
Teacher: Good.

That's a kind of standard, structured tutoring format, and there are several curricula that use that kind of format.

That is a format appropriate for getting information across to the child very quickly. You ask, "What is the name of this?" And you want the child to be able to tell you: "That is a cup." It's an efficient, fast, and effective procedure for getting this kind of information across to a child.

The other procedure that you use when you are interested in having children "use" a skill, generalize it, and elaborate on it is called "incidental teaching." Introduce it when you are trying to teach the child the skill, the knowledge, the information, and the "how to," in the context and in the setting in which it will be used. I happen to be an advocate of that, and my language programs are based on incidental teaching. They are based on an open classroom model where children are moving around in free activities. Let me describe how this incidental teaching would go on in the behavioral framework.

This article originally appeared as part of the *Proceedings of the National Planned Variation Bilingual Models Conference*, submitted by the Valley Migrant League, Salem, Oregon. Southwest Educational Development Laboratory, 1974.

The Nature of Incidental Teaching

A child is playing and needs another block. The only rules in the classroom are that a child must approach a teacher and tell him/her what he/she wants. So the child turns to the teacher and says, "What is that?" The teacher says, "That's a block. What is it you want?" The child says, "I want a block." The teacher answers, "Fine, here is the block."

Now, let's look at that approach for a moment. Here you have a teacher and a child. The other children are busily engaged in something; they are not sitting there waiting for the teacher to get around to them; they are busily doing something. The child has turned to the teacher in the context of the activities, and is telling him/her that *block* is the biggest reinforcer at that time. It is the thing the child wants most at that moment. It is also in the ongoing context of the situation. The teacher has that child's undivided attention. So that is an ideal teaching time, but it is also ideal in a sense that you are teaching the child the names of the things or the descriptions of the very thing being used.

Following this, the teacher begins to be a little less skillful; he/she begins to become a little more "stupid" than the child. He/she says, "Well, I don't know; I have big blocks and little blocks. Which kind of block do you want? I have red blocks, and green blocks, and blue blocks. Which one do you want?" You see, the teacher is beginning to require descriptive language. Then the child says, "I want that one," to which the teacher says, "Well, that's the blue one. Now what kind of block do you want?" The child says, "I want the blue block."

This incidental teaching is simply teaching in the context of the situation and the setting where the behavior naturally occurs. That is the kind of teaching you see going on all the time around the child at home, day after day, hour after hour; and that is the kind of teaching you probably want to emphasize most heavily with your children. In some cases, the best person for the teacher is one who is familiar with the level of the children's skills. The tutor has to know what a child can already do so that he/she knows what to teach next.

Say the child pretty well knows colors, so I am going to make the requirement of coming up with the color. I am not going to prompt the child by telling the color of the material the child wants; I am going to push him/her to come up with it spontaneously. Or, say the child knows colors already; what I want to do is get the child to elaborate. He/she says, "I want a blue block," and I say, "Well, what are you going to do with it?" And so the child begins to tell you. "Well, I want a blue block so that I can take it over here and make a garage and play with the cars." The child begins to elaborate the language, if you will, systematically.

When you gradually withdraw the prompts, you will find that children use the elaborate and descriptive language with each other as they are playing. Thus, you have not only taught them what the names of the objects are and how to use a compound sentence and so on, but you have also done it in the natural setting so that when you stop doing it, when you pull out, and withdraw the prompts, the children will continue to use this kind of language with each other. You have elaborated what you might call their spontaneous language. You have set the occasion for their continued practice and their continued use of elaborate language in the setting where they are spending much of their time.

Results Obtained in One Preschool Center

What kind of result comes from this? Let me give you some indication.

We recorded and analyzed the spontaneous language of a group of poverty Black children enrolled in a Head Start preschool near Juniper Gardens and a comparison group of middle-class children from university families at the University of Kansas Preschool in Lawrence. We compared these groups and the children in our language development program.

When we compare the spontaneous speech of the children in three preschools, we have a precise picture of the effects of the total language development program at the Turner House Preschool.

In general, Head Start children begin the year much lower and gain less during the year than the university children. The children in our Turner House language development program begin the year at the same level as their matched group of Head Start children, but they gain most during the year and end the year comparable to the university children.

Now these data are not taken in a testing situation; this is actual language that children use as they are playing with each other. This kind of pattern you see in measure after measure of language: complete sentences, amount of talking vocabulary, descriptive adjectives used, etc. This is the kind of data we are able to get in a year.

Implications

Now there are certain implications to this. One of them is: Who should be doing the teaching here? It might be people who are intimately familiar with the children's speech and language and all the nuances of their linguistic skill. So that would be, maybe, Chicano teachers or aides who would be working with the children in this format.

Now, we have done it both ways with the Black, inner city kids. We have used programs that are run primarily by the parents, and programs that are run primarily by what you might call "trained professionals." In the programs that are run primarily by parents, parents can teach very well the things that the parents know themselves. But when you get into the position of having to train the parents in content areas and skills so they can teach the children, then you begin to lose efficiency.

In other words, there are some things that are better to have a professional to work with because the professional already knows the subject matter. In your case, then, it might be better to have a professional working with the English skills, the English behaviors of the children. What we found with the Black inner city kids is that it was very hard to have parents systematically teach complex language because they aren't familiar with the distinctions themselves. However, it would be important for you to use people who are familiar with the children's home language to elaborate their Spanish vocabulary and language.

Social Behavior Training

There are some things that came up earlier about kinds of social-behavioral attributes — the subtle things that people do that make a difference in terms of how other people respond to them. Some examples of this that have come up in behavior modification programs and that people have tried to deal with directly are simple things like eye contact, handshakes, and the way you subtly respond to other people. As was mentioned, these kinds of problems have come up when kids are into trouble. What you see when they come up before a judge is that the kid just stands there, not looking at the judge, mumbling something. And, of course, the judge will respond differently from the way he/she will to the kid who comes up before the judge, looks him/her in the eye, and

says, "Yes, I am sorry. I made a mistake and I'll never do it again." Now that sounds kind of silly, but that turns out to be one of the most important criteria for whether or not the kid gets put on probation or gets sent someplace else. It is the interpersonal behavior in front of the judge.

We have to systematically incorporate training of the kids to be able to deal with interpersonal situations in both cultures. They must learn that when they look their teacher in the eye and say "Good morning, Miss Jones," that will make a difference in terms of how Miss Jones will respond to them the rest of the day. There is probably not an infinite number, but a small number of social skills that any kid actually has to have to do well. But, if in fact one sees that many Chicano kids do not exhibit some of these skills when dealing with people, especially people in authority, these skills should be the things focused on very explicitly.

Question: What do you do in cases such as when a culture feels that it isn't right to be outspoken, and how do you handle other similar cultural variances?

It's a pretty simple discriminatory learning task: what kinds of skills and repertoire do you have to have to get along in your own community? What kinds of skills and repertoire do you have to have to get along in the other community? There isn't any great problem about teaching kids the difference. The problem never is the kid doing the right thing in the wrong place. It's only a problem when the kid doesn't know how to do the thing that's right for the place he/she is in.

Let's pursue that a little. Let's take a teacher, a teacher who is teaching Chicano kids. Let's say this is another problem you are going to have. How do you influence that teacher? How do you get him/her to do the right thing, how do you get him/her to actually teach and so on? We can tell the teacher, "We want you to spend as much time tutoring, or giving extra help to the Chicano kids as you give the other kids. We want you to say 'Good for you,' we want you to be attentive to the kids, their achievements, and we want you to praise them."

You say it's not real because he/she doesn't "feel" it. Well, your first problem isn't that; it's to get him/her to do the right things so the kids will benefit. But, what you find is that when the teacher begins to "do" it, he/she begins to "feel" it. As the teacher begins to praise kids, look at them, attend to them, and get their responses back from them, their verbal behavior will change. He/she will say, "Yes, I see, and I like that child much better now."

Of two goals set forth (in the Office of Economic Opportunity grant to the Valley Migrant League), explications of theories of language and knowledge acquisition and descriptions of models and programs which are based on the theories, only the first appears feasible. Although there is no one behavioral theory of language, theoretical explications of language development are available from acknowledged behaviorists (e.g., Skinner, Siegel), and practical procedures for facilitating language development have been compiled (e.g., Englemann). However, a behavioral model for bilingual/bicultural education is neither available nor readily attainable. There is no established behavioral bilingual/bicultural program presently in existence.

It is apparent that the major problems of bilingual/bicultural communities are perceived by community members as only remotely related to bilingual education. Thus the relevant technology from existing behavioral research does not appear to be related to language learning so much as to community organization and effective social reform.

Furthermore, it appears that the effectiveness of any global program would so overwhelmingly depend upon factors of community organization and social reform that the niceties of language learning will be largely irrelevant to the outcomes.

Although there are many demonstrably effective procedures available in the behavioral literature, there is no one set of such procedures that would be uniquely appropriate for all bilingual/bicultural program settings. Furthermore, there are many possible, quite different procedures, all considered behavioral, which could be employed for any particular problem in any bilingual program. Although there is a great deal of technology on organizing and operating comprehensive programs available from behavioral researchers, much of that technology is indistinguishable in content from nonbehavioral programs.

Behavioral research has many specific procedures relevant to the problems of bilingual/bicultural peoples, as have other research areas. It would seem more appropriate to compile a menu of effective techniques — for nonlanguage as well as language problems, from nonbehavioral as well as behavioral approaches — from which those responsible for bilingual/bicultural programs can choose.

The research and evaluation efforts of federal agencies might better be spent in: (1) elaborating that menu by supporting microprograms of small applied research efforts directed at particular problems of bilingual/bicultural communities, while (2) documenting the procedures and evaluating the overall effectiveness of ongoing eclectic program efforts.

The behaviorist position is that a systematic, cumulative amelioration of social problems has been handicapped, not by the absence of theory testing, but by the failure to distinguish analogy, anecdote, and speculation from reliable demonstration of effectiveness of specific procedures.

Todd Risley is professor of Human Development at the University of Kansas where he directs the Living Environments Group. His many research articles have recently focused on the development of complete *environments which serve to continuously maintain and improve the functioning of children and other dependent people in day care and recreation centers, hospitals and institutions, and nursing homes. Among his many activities, he has served as the Editor-in-Chief of the* Journal of Applied Behavior Analysis, *as president of the Association for Advancement of Behavior Therapy, and is managing editor of* Behavior Therapy.

FEATURE ARTICLES

A Re-Appraisal of Spanish-English Bilingualism for Bilingual Education in the U.S.A.

by Atilano A. Valencia

Bilingualism has been defined as the ability to communicate with relative ease in at least two distinct languages (Valencia, 1972). This definition, however, takes on different orientations, according to the perspective of the researcher or writer. One position views bilingualism in terms of relative proficiency in more than one language component — including the reading and writing of the languages. Another position envisages bilingualism as a "continuum," which varies among individuals along multiple dimensions (Macnamara, 1967). From yet another perspective, "balanced" bilinguality has been suggested as a measure of bilingual ability; however, it is not clear whether this notion applies to one or more components in the two languages. In a more logical sense, the degree of bilinguality may be conceived as a variable throughout the life of a person, for it is highly predictable that one of the two languages of the bilingual will dominate the other. Degree of dominance, then, will be dependent on the opportunity of the person to learn and apply the two languages in various contextual settings.

Another factor to consider in analyzing bilingual behavior is the differentiation between compound and coordinate bilingualism. Since the two languages are learned in different experiential and cultural settings, associative meanings given by compound and coordinate bilinguals, particularly those related to distinct core cultural values, will not be precisely identical. In Macnamara's terms, compound bilinguals are seen as those who attribute identical meanings to corresponding words and expressions in their two languages (Macnamara, 1967). However, it is important to note that not all of the meanings are necessarily related to one culture. This type of bilinguality generally develops through cultural experiences in a bilingual home, where both languages are spoken in a mixed mode. Language separation may not be apparent among compound bilinguals, especially those entering kindergarten and the first grade. On the other hand, coordinate bilinguality generally is acquired in two different contextual settings, i.e., English at home and in school, and Spanish through formal instruction in school. In this respect, language separation will be found among coordinate bilinguals. However, this bilingual type may not necessarily exhibit, in the second language, certain connotations found among the cultural attributes acquired by the native speaker and compound bilingual in their cultural environments.

Emigrants from Spanish-speaking countries, who learned Spanish in their early life experiences and who later learned English in the American school system, may develop into coordinate bilinguals — depending on the degree of exposure and experience in the two languages. Spanish/English bilingual persons who were born and reared in the United States, especially in a home and community environment where a compound bilingual communication mode is found, usually will bring the latter type of communication system to school. In analyzing differences in communication modes between Spanish/English compound and coordinate bilinguals, the implications to bilingual education are obvious. A monolingual speaker of standard Spanish or English will likely find it difficult to offer an appropriate communication mode in facilitating the learning process of the compound bilingual in his/her early school experiences; the latter's repertoire of bilingual/bicultural references will, to varying degrees, be strange to the monolingual Spanish or English speaker.*

*Biculturalism is herewith defined as the ability of a person to shift and operate, in varying degrees of facility, in reference to attributes found in two distinct cultures.

Because of the influential forces that the American Spanish/English compound bilingual experiences within and outside his/her immediate cultural milieu, the American school system may not be as foreign to him/her as it is to the coordinate bilingual whose early life experiences were in another country. In this sense, then, it would be difficult to ascertain an absolute and complete relationship between bilingualism and biculturalism. Neither should it be expected that all persons who undergo bilingual/bicultural education will, in due time, become perfectly balanced bicultural types. In essence, behavioral patterns, influenced and developed through monocultural and bicultural experiences, are expected to vary between compound and coordinate bilinguals; bilingualism and biculturalism will remain a variable at the termination of bilingual/bicultural schooling. Both factors will continue to develop or diminish, in varying degrees, depending on the situations and experiences of a person's future life.

In reference to the above mentioned analysis, the question of using the standard or vernacular version of a language as a communication medium requires further consideration (Macnamara, 1967). If the erosion of the non-standard dialect affects behavioral patterns, attitudes, and values to the extent that the person is unable to shift and operate linguistically in cultural-relational terms with persons in his/her native cultural milieu, the cultural identity and psychological well-being of the person also will be influenced. Developing proficiency in the standard language, while allowing the person to maintain his/her ability to shift to a vernacular version, will provide him/her with proficiency in two distinct languages as well as bi-dialectal/bicultural ability. This will prepare the person to switch and relate in alternative language modes, with any behavioral patterns and values that are especially unique in a given role and cultural context. Specifically, Chicanos, Cubans, Puerto Ricans, and other Spanish/English bilinguals can develop the ability to communicate, understand, and relate through a language mode that is common to all. At the same time, bilingual/bicultural education can provide for the unique cultural/historical references of each group, thus enabling them to identify with native speakers in their own respective cultural settings.

Where the educational goal is high proficiency in at least two languages, the educator must decide whether to develop and further literacy in one or both languages. He/she must ascertain the time it takes to begin actually developing the literacy skills in either or both languages. And, it must be decided which language to use as an instructional medium in the initial stages of cognitive development. Existing research shows favorable indicators in bilingual and cognitive development based on use of either the first or second language (Paulston, 1976). The decision, however, to use the first or second language in the initial stages of schooling must also give consideration to factors other than those related to language. Among the most significant factors to examine in this regard is socio-economic status. Certain research studies, frequently cited by students and scholars in bilingual education (West, 1926; Arsenian, 1945; Macnamara, 1966; Peal and Lambert, 1962; Orata, 1953; and Treviño, 1968), reveal successful results in bilingual and cognitive achievement through initial instruction in either the first or second language; the interpretation of these findings, however, must be examined on the basis of the research designs and composition of the sampling groups (Valencia, 1971). Since children from middle-income families, in contrast to children from low-income families, often come from an experiential background that tends to be more congruent with the instructional stimuli found in a formal school setting, it has been noted that early instruction through the second language, followed by the first language, has little or no detrimental effect on their cognitive development.

Further research is needed to compare the cognitive and bilingual development of middle-class children where the treatment groups are differentiated in terms of initial instruction in the first and second languages, because the majority of the research has been essentially based on a comparative analysis between experimental and control groups, where the latter group usually is unexposed to bilingual instruction. Further research also is needed among compound bilinguals, with differentiation in terms of socio-economic status, to ascertain cognitive and bilingual achievement through initial instruction in either the dominant or the weaker language. A careful examination of the research designs in bilingual and bicultural education studies will help the researcher and educator to determine the degree of generalizability of the related findings and will better prepare the educator to implement effective bilingual/bicultural education programs in the American public schools.

Dr. Atilano A. Valencia was born and reared in Albuquerque, New Mexico. After completing the PhD at Stanford University in 1968, Dr. Valencia directed research and development programs for Chicanos at the Southwestern Cooperative Educational Laboratory in Albuquerque and at the University of Colorado. He has been instrumental in developing and implementing programs for preparing bilingual teachers and teacher trainers at New Mexico Highlands University and at New Mexico State University. He presently is serving as Professor and Director of the Doctoral Fellowship Program in Bilingual Education at New Mexico State University in Las Cruces. His most recent publications include three books: Descendants of El Siglo de Oro y Aztlan *(1977),* Implementing Bilingual/Bicultural Education: An Educator's Guide *(1977), and* Bilingual/Bicultural Education for the Spanish/English Bilingual *(1972).*

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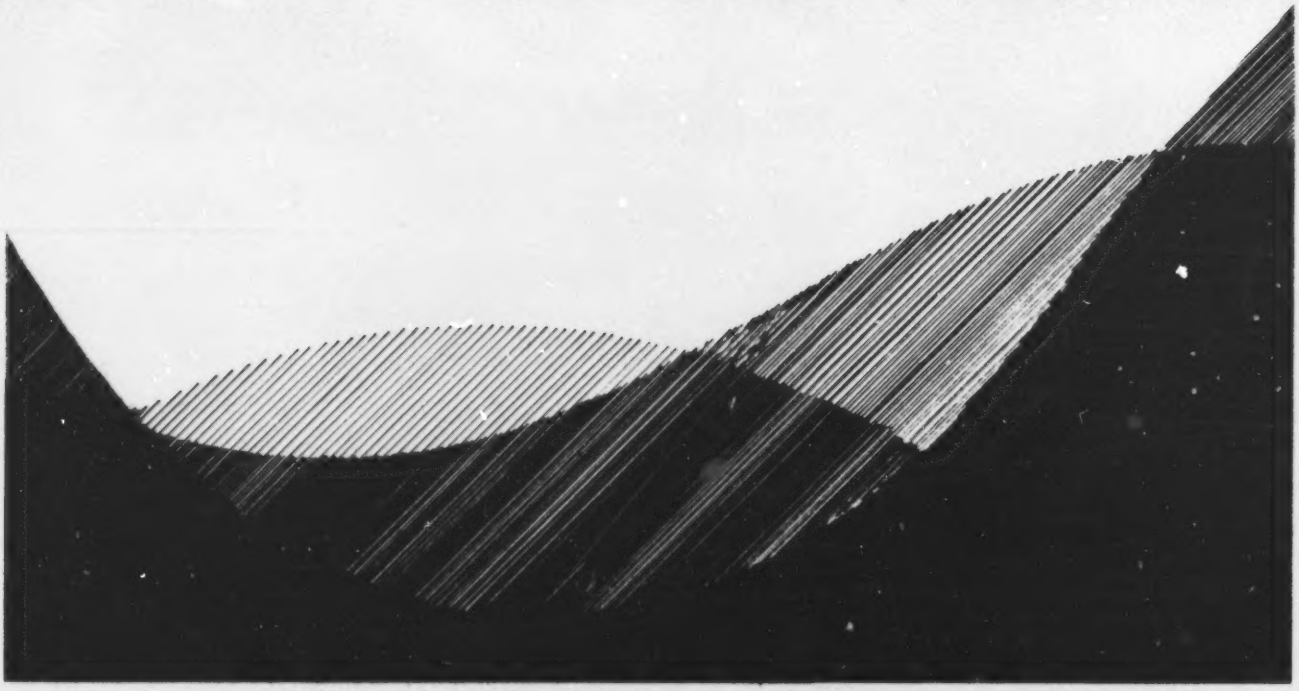


Supply and Demand Factors Related to Bilingual Spanish Teaching Candidates Emerging From Public and Private Colleges and Universities in California, 1976-1977

by Robert Forbes
Berenice Haley

Results of a survey completed in February, 1978, by a research committee of the California Educational Placement Association provide statistical proof that California school districts face a long, uphill task in meeting statutory requirements for staffing classes with bilingual teachers. Figures show that the number of teaching graduates bilingual in Spanish/English turned out by the public and private colleges and universities in California is small when measured against the current and anticipated demands for bilingual instructors. Serious questions are raised as to when school districts can be in full compliance with existing federal and state laws.

Data for this study were provided by colleges and universities in California at the invitation of the Research Committee of the California Educational Placement Association. Names of participating institutions are given at the end of the article. This report was prepared by Dr. Robert Forbes and Mrs. Berenice Haley of the Cal State LA Educational Placement Office.

Among other findings of the survey are that school districts both within and outside California compete vigorously for the available new bilingual teachers, there are almost no bilingual candidates in some basic subject fields and specializations, and districts in some geographic areas, despite their best efforts, will find it nearly impossible to attract bilingual teachers.

Educational placement officials of 53 public and private colleges and universities in California, including nearly all of the state's larger institutions of teacher preparation, supplied data showing the number of new bilingual teachers capable of teaching their subjects in Spanish, who were produced during the 1976-77 school year.

The figures show that of 8,923 new teachers, 720, or 8%, were bilingual in Spanish. Of the 720, 455 (63%) were prepared as elementary level teachers, and 257 (36%) as secondary level teachers. There were 8 (1%) bilingual graduates in special education.

Although 720 appears to be a respectable number, the figure is dwarfed when measured against current needs. This is illustrated dramatically in the case of the Los Angeles Unified School District where a commitment has been made to recruit from 2,000 to 5,000 bilingual teachers, most of these in Spanish. In Los Angeles, 50% of all children entering district schools for the first time in September, 1977, were Hispanic. While 38% of all elementary children and 28% of all secondary students are Hispanic, only 5.8% of the teaching staff are.

While the situation in Los Angeles is more pronounced than in other communities, many districts face crucial problems in adding bilingual teachers. Some of these districts are under court orders calling for immediate action.

In back of the crisis lies the Lau Supreme Court decision of 1974 and the passage of the Civil Rights Act in 1964. As a result, school districts with more than 5% National Origin Minority Group children have been subject to compliance reviews under provisions of Title VI. These reviews have the purpose of determining whether equal educational opportunities have been denied pupils who are deficient in English language skills.

The laws have meant that many districts must take affirmative action steps to rectify deficiencies in language skills programs and to gear their total instructional programs to accommodate students with language problems. By implication and practice, this has meant a concerted effort on the part of school districts to seek out, train, and employ classroom personnel who are sensitive to the culture and language of such National Origin pupils.

The Lau decision and passage of the Civil Rights Act occasioned further legislative formulations by individual states to provide instructional programs and the development of personnel for classrooms with numbers of limited or non-English speaking pupils.

In California, the Bilingual Education Act of 1972, widely known as AB 2284, provides that "each non-English speaking child shall receive special assistance from the school district he attends." The scarcity of classroom personnel to provide such special assistance spawned a further bill in 1974, AB 2817, which established a Bilingual Teacher Corps program the purpose of which is " . . . the development of a corps of bilingual teachers qualified to meet the needs of limited and non-English speaking children of the state." Obviously, the state recognized that the demand for classroom teachers with bilingual abilities exceeded the supply.

Inevitably, the scarcity of bilingual candidates has resulted in an unprecedented scramble by school districts for the limited number available. Not only do California school employers compete with their neighboring districts, but they face additional competition from out-of-state recruiters. Educational placement directors of 23 of the colleges and universities participating in the statewide survey reported that out-of-state employers visited their campuses. Several reported recruiters from as many as four states. Data from the survey also show that recruiters tend to visit the same campuses, primarily those near centers of Spanish population where students of Hispanic origin are enrolled in colleges or universities.

California school employers may derive some peace of mind from figures of the placement survey which reveal that the out-of-state bilingual "drain" is not much more than a drip. Data show that districts which hope to lure bilingual candidates more than a few miles from their place of residence are due for disappointment. This applies equally to the recruiter from Tucson or Modesto who hopes to uncover a teaching candidate in Los Angeles.

Twenty-three of 35 placement officers reported that less than 5% of their bilingual candidates accepted positions more than 100 miles from their campus, and an additional ten placement heads noted that only one out of five candidates would go further than 100 miles. Substantiating these figures, 80% of the placement officers agreed that the large majority of bilinguals accept positions within driving distance of their homes.

Limiting themselves to employment within their local area does not restrict bilinguals in finding positions. Placement directors of the colleges and universities estimate that, overall, 93% of the elementary and 85% of the secondary candidates found contract positions.* Many of the institutions reported that 100% of their bilingual candidates found employment.

Analysis of bilingual candidates' teaching majors reveals additional stumbling blocks for school district employers. Of the 257 secondary graduates, 169, or 66%, are prepared to teach physical education, Spanish, or social science. This leaves only 88 to fill such shortage fields as math, science, business education, English, ESL, and industrial studies. Only seven new bilingual math majors and seven new industrial studies majors were available in the entire state.

Shortages of bilingual teachers in the areas of special education are even more pronounced. Of the 720 new bilingual teachers in the state, only 8 were prepared to teach in special education. Thus, the potential for districts to give special attention to needs of non-English speaking children in such areas as gifted, learning handicapped, visually handicapped, speech handicapped, hearing handicapped, deaf, and emotionally disturbed is very limited.

Against the figures given above and the backdrop of daily district telephone requests and job notifications for bilingual teachers, it is not surprising that placement officers of all but 2 of the 53 colleges and universities feel that the number of bilingual candidates available in the foreseeable future is far less than the needed supply. Two-thirds of the placement officers report that special programs to attract bilingual candidates into teaching have been initiated on their campuses. Yet, the size of these programs and the speed with which they can be expected to produce teachers argues against any rapid solution to the shortage.

Two-thirds of the placement officers did note that, despite the obvious need of districts for bilingual teachers, school districts tended to offer contracts late in the hiring season. Some implied that districts able to offer employment early in the hiring cycle fared better than others. However, at best, effective recruiting and early contracts will help only too reduce the basic problem of a critical shortage.

It is not assumed that the only source of bilingual classroom personnel available to school districts in meeting the current urgent demand is the yearly output from colleges and universities which prepare teachers. Bilingual certification is available on an emergency basis to those meeting certain language requirements. Aides and paraprofessionals may be available from sources within the community. Bilingual teachers may be found among those already employed in the district, and in-service programs may produce some qualified teachers.

The placement officers' survey seems to make it clear, however, that the combination of all sources will not produce the quantities now in demand. School administrators are destined to face a long and continuing search to enhance adequately the number of bilingual instructors in their districts.

*A contract position was construed to be that of a regular probationary teacher, a substitute for one year, or a replacement for a regular teacher for one semester or one year.

Colleges and Universities Participating in the Survey

California Baptist College
California College of Arts and Crafts
California State College, Bakersfield
California State College, San Bernardino
California State College, Sonoma
California State College, Stanislaus
California State Polytechnic University, Pomona
California State Polytechnic University, San Luis Obispo
California State University, Chico
California State University, Dominguez Hills
California State University, Fresno
California State University, Fullerton
California State University, Hayward
California State University, Humboldt
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State University, Sacramento
California State University, San Diego
California State University, San Francisco
Center for Early Education
College of Notre Dame
Dominican College of San Rafael
Fresno Pacific College
Holy Names College
Immaculate Heart College
Loyola Marymount University
Mills College
Monterey Institute of Foreign Studies
Occidental College
Pacific Union College
Pepperdine University
Point Loma College
Simpson College
Southern California College
Stanford University
U.S. International University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of the Pacific
University of Redlands
University of San Francisco
University of Southern California
Westmont College
Woodbury University

STATEWIDE SURVEY OF NEW BILINGUAL TEACHING CANDIDATES
1976-77

SUMMARY OF FINDINGS[1]

1. **Reporting Institutions**

Private colleges and universities		26
Campuses of the University of California		8
Campuses of State Colleges and Universities		19
	Total	53

2. **Total Number of Teaching Candidates**

Those obtaining multiple subjects credential		4,058
Those obtaining single subjects credential		3,947
Those obtaining special education credential		918
	Total	8,923

3. **Number of Bilingual Teaching Candidates**

Those obtaining multiple subjects credential		455
Those obtaining single subjects credential		257
Those obtaining special education credential		8
	Total	720

4. **Percentage of new teaching candidates who are bilingual** 8.06%

5. **Major Subject Fields of Those Obtaining Single Subjects Credentials**

Agriculture	2
Art	15
Business Education	3
English	15
ESL	6
Home Economics	2
Industrial Arts	7
Mathematics	8
Music	8
Physical Education (Boy's)	23
Physical Education (Girl's)	18
Sciences	19
Social Sciences	34
Spanish	94
Other	2
	256

6. **Responses to Question:** "Have programs been initiated on your campus which should result in more bilingual candidates?"
   Yes — 40
   No — 5
   N/A — 8

7. **Responses to Question:** "Is it your opinion that the number of bilingual candidates available in the foreseeable future is far less than the needed supply?"
   Yes — 42
   No — 2
   N/A — 9

8. **Responses to Question:** "Which of the following best represents the percentage of your bilingual candidates who sought and found contract positions?" (Responses were averaged)
   Those with multiple subjects credentials 93%
   Those with single subjects credentials 85%
   Those with special education credentials 100%

9. **Responses to Question** concerning recruitment of bilingual candidates.
   Representatives from districts outside California recruited on campus
   Yes 23 No 17 N/A 13
   Representatives for districts over 250 miles away recruited on campus
   Yes 23 No 18 N/A 12
   Recruitment was confined to local districts
   Yes 10 No 23 N/A 20

10. **Responses to Question:** "What is your estimate of the percentage of bilingual candidates who accepted positions more than 100 miles from your campus?"
    23 districts of 45 responding — "less than 5%"
    10 districts of 45 responding — "less than 20%"
    5 districts of 45 responding — "more than 20%"

11. **Responses to Question:** "Do you agree that the majority of bilingual candidates accept positions within driving distance of their homes?"
    Yes 33 No 4 N/A 16

12. **Responses to Question:** "Was it your experience that, although many districts recruited and interviewed bilingual candidates in April, May, and June, contracts usually were not offered until much later?"
    Agree 24 Disagree 11 N/A 18

[1]The summary of replies to several questions shows a seemingly large number of "no answer." This reply usually comes from institutions which had few, if any, bilingual candidates and consequently there was no basis for response.

ANNOTATIONS

AUDIOVISUALS/Filmstrips and Cassettes

South American Families

Mariano and Lucho of Ecuador (Length: 50 frames — 10 minutes)

Family life in the sierras of Ecuador is shown in this filmstrip through artistic views of the snowed peaks of the Andes, the placid valleys, and the rivers that flow from the mountains into villages and cities.

Mariano Carlosama lives with his family in the Ecuadorian highlands in a small white house behind a thatched roof barn. He goes to school; sometimes the class meets in the open air. Mariano's father works at the hacienda; his mother stays home, where her work is as hard as her husband's.

This film — part of a series of family descriptions — shows another culture and life style, while enriching the students' vocabulary.

Victor of the Amazon (Length: 48 frames — 10 minutes)

The Amazon river runs most of its course in Brazil but has its beginnings in Peru where the family of Victor Luca Banco lives. Family life reveals the father at work, cutting and burning trees, leveling the soil to make a small farm or *chacra;* the mother works, too, keeping the family together. Official ceremonies show the opening of the new school in the village. Above the life that flows quietly and systematically is the river, the Amazon, main artery to keep life going, bringing fish, water, and transportation to the farmers who live in this area.

José of the Pampa (Length: 49 frames — 11 minutes)

The family in this filmstrip lives in the *pampa.* During summer, José Pagliano does his chores around the farm, milking the cow, watering his horse after a morning workout. José likes to think of himself as a typical *gaucho,* as a *payador* singing ballads, a *rastreador* looking for lost cattle or *gauchos malos,* a *baqueano* recognizing terrains or identifying horses.

His father works very hard to keep up his 500 acres of land, repairing fences, checking the water supply, and fixing the windmill. After lunch, the family rests; and Mr. Pagliano enjoys his *yerba maté,* a bitter tea made from the leaves of the *yerba* tree. When the day ends, the family prepares for an *asado,* or barbecue, just as their ancestors had done so often.

Mario and Jonás of Brazil (Length: 50 frames — 13 minutes)

This filmstrip brings into the classroom a typical day in the life of a family of Rio de Janeiro. As father leaves for his work as a conductor of a streetcar, the boys have their usual morning drink of coffee and warm milk. Mother takes the boys to school; their sister Rosielane attends school in the afternoon. Then mother and daughter go shopping at the *feira* or open market. Here, farmers and merchants sell their many products: fish, carrots, tomatoes, soap in colorful blocks, and all the groceries people buy wherever they live.

When father comes home, tired but smiling, the family enjoys a quiet dinner; then they watch television.

Cesar and Carlos of Perú (Length: 50 frames — 11 minutes)

If the teacher is interested in showing a typical Peruvian fisherman's family, this filmstrip surely fills that need. Two boys, Cesar and Carlos Oyola, live in the village of Carquin. Their father spends his time fishing for *lornas* and *anchovetas,* which his wife sells at the family store.

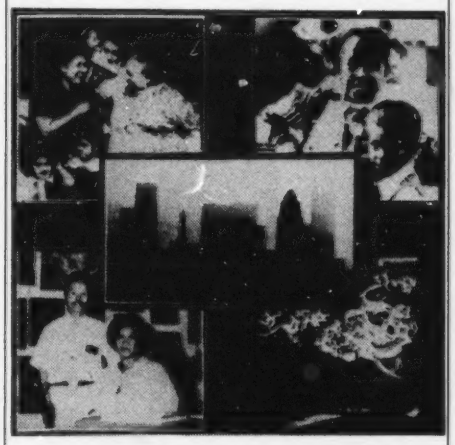
On the way to school, the boys stop to talk to their principal, Father Ramón. After school, Carlos plays soccer and Cesar fishes, each one pursuing his own interests. The family, living on the profits shown by the store, offers the two boys the warmth, comfort, and understanding found only among closely knit families.

Lorenzo of Bolivia (Length: 50 frames — 11 minutes)

Walking to school every morning through trails and treeless fields, Lorenzo and his friends encounter snow-capped peaks and indifferent llamas. They live in the Bolivian tin mines area in the Huayna Potosi located 12,000 feet above sea level.

This filmstrip describes a Bolivian family whose survival depends on the wages received from the local, all-powerful mining company. When the mother goes shopping, she must go to the company offices where she is given money to buy groceries from the company-owned store. Even the houses are owned by the mining company. The somewhat sardonic ending shows Lorenzo donning his father's mining helmet, knowing that someday he, too, shall be a miner.

Distributed by:
Coronet Media
65 East South Water Street
Chicago, IL 60601
© 1972
Languages: English and Spanish
Intended level: Primary and Intermediate Grades
Current cost: $95 for entire series (6 filmstrips and 3 records or 6 cassettes)



Los Angeles, A Multiethnic City

This filmstrip successfully promotes communication and understanding among the various ethnic groups in Los Angeles: Black, Native American, White, Chinese, Chicano, Japanese, and Jewish.

The County of Los Angeles consists of 76 separate cities with a population that exceeds eight million. It offers countless opportunities in every phase of commerce, trade, and industry. Each ethnic group contributes to the arts, the sciences, and education. Each group is involved with the development of the city and takes pride in its achievements. This filmstrip offers a detailed and colorful description of the lives of people, of their cultural activities, and of their problems. Personalities are introduced with a comment on the recognition they have acquired for themselves and for their own ethnic groups.

A teacher's guide with daily lesson suggestions developing student skills in vocabulary, research, map reading, etc. is provided. These lesson plans are printed on ditto masters, allowing the teacher to duplicate any portion of the lesson. The lesson plans are developed and written by experienced teachers, thus assuring that the material is useful in an ongoing bilingual program.

Distributed by:
Barrio Bilingual Communications
P.O. Box 4214
Los Angeles, CA 90051
(213) 628-5617
© 1977
Languages: English and Spanish
Type of material: Filmstrip and cassette
Intended level: Secondary Grades
Current cost: $60.00

BOOKS

Aves y Migraciones

Editorial Molino offers in this book an enlightening discussion of the more common birds — and some not so common — that intermigrate over the world at different times. The book explains how a bird flies, how a wing is designed, the dual functions of a feather, and what keeps a bird in the air. A section on beaks describes how their different shapes and functions determine the type of food the bird eats. Birds' legs are discussed, explaining how their configurations dictate the birds' habitats. Birds build their nests in a thousand different ways: tailorbirds in Africa and Asia actually sew together two leaves to camouflage their nests; some cuckoos lay their eggs in the nests of other birds and let the other birds hatch them. Finally, there is a description of the great migrations of birds, some of them flying from Australia to Alaska, others from Argentina to Iceland, and still others from Great Britain to South Africa. The artwork is outstanding.

Published by: Editorial Molino
Distributed by:
Iaconi Book Imports
300 Pennsylvania Avenue
San Francisco, CA 94107
(415) 282-9224
© 1973
Language: Spanish
Type of book and length: Hardcover — 32 pages
Intended level: Intermediate Grades
Current cost: $2.00

Caras

By Barbara Brenner, Photographs by George Ancona, Spanish version by Alma Flor Ada

Accolades for its text and brilliant photography have rained down on this book from quarters no less prestigious than the *Saturday Review*. The book suggests the commonality among people of all races, sexes, and ages through the medium of *caras* (faces) and is perforce ideally suited to the bilingual and multicultural classroom. It is also a vivid introduction to or reinforcement of the senses and their functions. The immediacy of the subject can provide all sorts of classroom fun as well as offer a superior instrument of instruction in language arts as a reader.

Published by:
E. P. Dutton
201 Park Avenue South
New York, NY 10003
© 1970
Language: Spanish
Type of book and length: Hardcover — 48 pages
Indended level: K-2
Current cost: $7.95

A Coloring Album of Ancient Mexico and Peru

By Karen Olsen Bruhns, Design by Tom Weller, Translated by Inez Gomez

This book, containing 30 line drawings of Pre-Columbian art from Perú and México, is both fascinating and informative. The size of the coloring pages, 11" by 14", makes them suitable for framing.

Three pages are devoted to each drawing: the first page is a miniature copy of the drawing to be colored; the second page consists of an explanatory text; the third page is for coloring.

This text is in English and Spanish. In some instances, the two versions are not parallel.

The last page of this coloring album contains a map citing the archeological areas described in the text as well as a bilingual chart plotting the time, location, and cultures represented in the text of the drawings.

Published by:
Saint Heironymous Press
Distributed by:
Iaconi Book Imports
300 Pennsylvania Avenue
San Francisco, CA 94107
(415) 285-7393
© 1973
Languages: English and Spanish
Type of book and length: Paperback — 60 pages
Intended level: Secondary Grades
Current cost: $7.50

ABC Preprimario de Lectura

By Almendros-Alvero

A basic word book for beginning readers, this primer offers plenty of illustrations and large print. Many of the illustrations may be colored in crayon by the children. Instructions to the teacher as to suggested use of each page appear in the margin.

Published by:
Cultural Centroamericana, S.A. de Guatemala
Distributed by:
Jesus Gonzalez-Pita
1540 S.W. 14th Terrace
Miami, FL 33145
© 1973
Language: Spanish
Type of book and length: Paperback — 79 pages
Intended level: Preschool-K
Current cost: $2.20

My Mother the Mail Carrier/ Mi Mamá la Cartera

By Inez Maury, Illustrated by Lady McCrady, Translated by Norah E. Alemany

This is the story of a four-year-old girl, Lupita, who shares life with her mother, a mail carrier. Lupita helps with the different chores around the house, paints rooms with her mother, and wishes she could help on her mother's mail route, delivering letters and meeting people. The old conceptions that relegate mothers to domestic activities are subtly criticized in a successful effort to demonstrate a woman's ability to survive outside the confines of the kitchen and the world of diapers and dirty linen.

The story is capably translated into Spanish adding an extra feature of practicality in a bilingual class. The artwork is attractive, with birds pulling stars by a string, frogs sitting on Lupita's lap,and cats sleeping on a picnic table.

Published by:
The Feminist Press
Box 334
Old Westbury, NY 11568
© 1976
Languages: English and Spanish
Type of book and length: Paperback — 32 pages
Intended level: Elementary Grades
Current cost: $3.50

Sé Quién Soy

By Teresa Delgadillo

"Today I am a child, touched in many ways by my heritage from Mexico and Spain . . . Tomorrow I will be what you help me to become." This quotation from the Teacher's Guidebook explains the reason for this beautiful booklet, an "enrichment text" that may be used in a program of English-as-a-second-language. Students' appreciation of their Mexican heritage will make them aware of their cultural advantages, and this purpose is effectively achieved through the pages of *Sé Quién Soy*.

The Teacher's Guidebook presents suggestions for activities based on the pictures shown throughout the textbook. In this manner, children learn songs and perform activities (breaking a *piñata*, comparing maps, talking about wedding customs, planning menus) that bring out Mexican traditions and inform the students of their Mayan, Aztec, and Christian backgrounds.

Published by:
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025
© 1972
Languages: English and Spanish
Type of book and length: Paperback
Teacher's Guidebook: 39 pages
Textbook: 48 pages
Intended level: Secondary Grades
Current cost: Textbook: $1.50
Teacher's Guidebook: 54¢

BOOKS

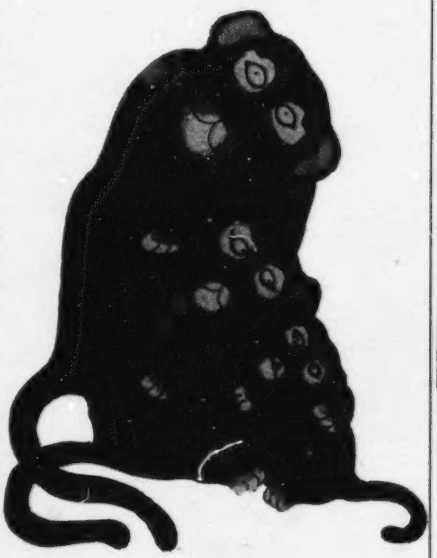
Milton el Madrugador

By Robert Kraus, Illustrated by José and Ariane Aruego, Translated by Rita Guibert

This sprightly reader is a Spanish translation of *Milton the Early Riser.* Milton, a panda cub, arises early one morning and tries to arouse all the *dormilones* (sleepyheads) of the forest: snakes, rhinos, elephants, buzzards, leopards, crocodiles, armadillos, and wild boars. His efforts are of no avail until he sings loudly. The mountains shake and the winds blow. All the animals are blown awry but remain asleep. Milton drags each sleeper back to his or her perch, nest, or furrow. Finally the animals awaken, but so exhausted is Milton from his labors that he falls asleep.

The Aruegos' artwork is of first rank, as is Guibert's translation. A synopsis of the English text appears following the title page.

Published by:
E. P. Dutton
201 Park Avenue South
New York, NY 10003
© 1972
Languages: English and Spanish
Type of book and length: Hardcover — 32 pages
Intended level: Preschool-1
Current cost: $7.95



Leo el Capullo Tardio

By Robert Kraus, Illustrated by José Aruego, Translated by Rita Guibert

This adaptation in Spanish of the popular storybook *Leo the Late Bloomer* is a saucy and beautifully hued fable of Leo, a tiger, who overcomes his slowness and becomes as competent as anyone else at reading, writing, eating, drawing, and the myriad other delights children jump into and strive to master. The story illustrates in a charming and warm way the fact that each child develops differently and distinctly from every other child; it thus dovetails both teachers' and children's needs to understand that moral and to act upon it.

Published by:
E. P. Dutton
201 Park Avenue South
New York, NY 10003
© 1971
Languages: English and Spanish
Type of book and length: Hardcover — 32 pages
Intended level: Preschool-2
Current cost: $7.95

Juanito y el Frijol Mágico

By Jorge Anaya Roa, Illustrated by Art Seiden

We can all remember the popular children's fable, "Jack and the Beanstalk," and how we identified with Jack cutting down the tree after he escaped from the fearsome giant. The glow of the magic harp and the goose with golden eggs are restored here with convincing immediacy. Art Seiden's well-etched illustrations and the large, readable type make this yet another classic for the bilingual library of younger learners.

This book, in conjunction with two other folktales in the *Vamos a Leer* Series, *Los Tres Ositos,* and *Caperucita Roja,* can help form the core of early language arts instruction in a traditional yet fun way.

Published by:
Organizacion Editorial Novaro
Distributed by:
Bilingual Educational Services
P.O. Box 699
1603 Hope Street
South Pasadena, CA 91030
© 1975
Language: Spanish
Type of book and length: Hardcover — 24 pages
Intended level: Primary Grades
Current cost: $4.95

¿Tienes Tiempo, Lidia?

Written and illustrated by Evaline Ness; Spanish version by Alma Flor Ada

Set in a luxuriant tropical isle, this tale is of Lidia, the girl with no time to complete her many and varied tasks: painting pictures, sewing, collecting seashells, driving nails, and baking *tortas*. Her reply to pleas of help from her little brother Andresito is always "*¡No tengo tiempo!*" Remonstrations from her dad to take time, in order to have it, prove useless. How she has a change of heart is a frolic likely to entertain most young readers.

The vocabulary and plot are somewhat advanced. The teacher might bear this in mind regarding placement in the reading curriculum as well as regarding the tempo at which the class reads the book.

Published by:
E. P. Dutton
201 Park Avenue South
New York, NY 10003
© 1971
Language: Spanish
Type of book and length: Hardcover — 32 pages
Intended level: Primary Grades
Current cost: $6.95

¡Al Bate!

By George E. Mason and William D. Sheldon, Translated by Nancy Phipps

An aerial photo of the Manhattan skyline plunks the reader right into the thick of the urban milieu, and the stories reflect activities of the people therein. The first story is a baseball anecdote; another sports story tells about two players on a high school basketball team coached by their father; yet another story deals with a young man bound for the racetrack with $20 to parlay into a small fortune.

There are no footnotes or exercises to interrupt any of this urban lore. The reasoning is that the students of Spanish will read this supplement because they want to, rather than as an assignment. With sharp photography and drawings enhancing these everyday stories, the book may be judged a success.

Published by:
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210
© 1975
Language: Spanish
Type of book and length: Paperback — 62 pages
Intended level: Secondary Grades
Current cost: $2.40

Como Prepararse para el Examen de Equivalencia de Escuela Superior en Español: Exámenes Modelos con Respuestas,

Volume 1

By Michael E. Howley and Carmen S. Sanguinetti

Designed to help the Spanish-speaking high school student secure a diploma, this edition offers abundant practice in the five areas tested on the General Educational Development — Spanish Examination: correct and effective expression, interpretation of readings in social studies, interpretation of readings in the natural sciences, interpretation of literary selections, and general ability in mathematics. No bilingual classroom or program at the secondary level should be without a copy of this most useful reference.

Published by:
Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797
© 1973
Language: Spanish
Type of book and length: Paperback — 248 pages
Intended level: Secondary Grades
Current cost: $3.95

USA-Mexico Culture Capsules

By J. Dale Miller and Russell H. Bishop

A fair view of Mexican and North American cultures, an attempt to avoid judgmental statements, presentation of facts based on careful research — such are the intentions of the authors who offer bicultural comparisons of attitudes, idiosyncracies, and traditional social positions on topics such as courtesy toward women, dating customs, machismo, *piropos*, and serenading, to name a few.

The approach in *Culture Capsules* (four more are now in preparation and should be published in 1978) is to review and reaffirm a person's knowledge about his/her own culture, expanding this set of information to other cultures through comparisons, while leaving the foundation for a future *déjà-vu* when exposed to a new culture.

Culture Capsules may be used in the classroom to reinforce social studies and history classes. A series of "Let's Relate It" pages offers exercises wherein students may simulate situations, dramatizing episodes that reflect the concept or topic just discussed.

Published by:
Newbury House Publishers, Inc.
28 Middle Road
Rowley, MA 01969
© 1974
Language: English
Type of book and length: Paperback — 102 pages
Intended level: Secondary Grades
Current cost: $4.95

BOOKS

Seven Plays from American Literature

Adapted by George P. McCallum

These seven plays from 19th and 20th century American literature have been culled from the lesser known short stories of such authors as Edgar Allen Poe and Washington Irving. They offer an imaginative way for students to develop oral language skills. Moreover, they introduce literature to ESL students in a format that leads to deeper exploration and intellectual growth. One basis for selection of stories was simply the number of characters involved; announcers and narrators have been provided as well.

Oral exercises and discussion questions follow each play. An interesting biographical sketch of each author is also included.

Published by:
English Language Services
14350 N.W. Science Park Drive
Portland, OR 97229
© 1962
Language: English
Type of book and length: Paperback — 128 pages
Intended level: Secondary Grades
Current cost: $2.60

Six Stories for Acting

Adapted by George P. McCallum

Professor McCallum has adapted six stories as plays for ESL students to sharpen their language skills. The teacher can make the readings as simple or as elaborate as seems desirable or comfortable. The valuable oral and expressive practice offered by reading these plays aloud seems like an unusually fruitful way to engage the students' interest.

Two narrators have been written into the plays to clarify settings and context; this also allows for greater student participation in the action. The book is cleverly illustrated and contains a glossary of unfamiliar terms at the rear. The authors whose works have been so innovatively employed to the purposes of supplementary ESL instruction include Mary Shelley *(Frankenstein)*, Lewis Carroll *(Alice in Wonderland)*, and Charles Dickens *(David Copperfield)*.

Published by:
English Language Services
14350 N.W. Science Park Drive
Portland, OR 97229
© 1976
Language: English
Type of book and length: Paperback — 94 pages
Intended level: Secondary Grades
Current cost: $2.60

Stories by O. Henry

Adapted by Mildred H. Larson

The clever and sometimes saturnine short stories of O. Henry are a delightful addition to the curriculum. This supplementary reader can be a novel way to build the reading skills and confidence of ESL students. Certainly, as Ms. Larson points out in her preface, O. Henry's mood-filled period pieces do conjure up a melodramatic view of turn-of-the-century New York.

Exercises to test reading comprehension, pronunciation, and vocabulary follow each story. Unfamiliar words are footnoted at the bottom of every page for immediate definition. Pictures help clarify the thornier words. Vocabulary control for the stories is based on *A General Service List of English Words*, edited by Michael West.

Published by:
English Language Services
14350 N.W. Science Park Drive
Portland, OR 97229
© 1962
Language: English
Type of book and length: Paperback — 118 pages
Intended level: Secondary Grades
Current cost: $1.35

Selected Stories by American Authors

Adapted with Notes and Exercises by Kenneth Croft and Edith Fries Croft

The stories in this collection are adaptations of works by the American writers Frank R. Stockton, Mary E. Wilkins Freeman, Stephen Crane, and Mark Twain. They are presented for advanced ESL students and have been edited and shortened accordingly. The stories have been rewritten using *A General Service List of English Words*, edited by Michael West; other vocabulary is defined in footnotes and in annotated illustrations. Each reading is followed by exercises designed to test reading comprehension and the recognition of new words and idioms. Although the vocabulary and idiomatic usage in the stories are "controlled," it should be emphasized that a fundamental ESL competence and literacy are requisite for students to understand and benefit from these works.

Published by:
English Language Services
14350 N.W. Science Park Drive
Portland, OR 97229
© 1962
Language: English
Type of book and length: Paperback — 112 pages
Intended level: Secondary Grades
Current cost: $1.35

English for International Communication (1, 2, 3)

By Richard C. Yorkey, Richard Barrutia, Anna Uhl Chamot, Isobel Rainey de Diaz, Joan B. Gonzalez, James W. Ney, and William L. Woolf

The key to this series (the three under review here being only a part of the entire set) for ESL students is what the authors call "the realistic and natural use of language in diverse settings." The books present a variety of exercises designed to encourage students to apply newly acquired skills in appropriate and meaningful situations. Four steps are employed in these situations: presentation (simple repetition exercises, informative explanations, demonstrations with charts or diagrams); skill building (oral and written exercises "which move from strictly controlled responses to guided practice within the context of the appropriate activity"); re-entry (additional practice that includes new lexical and grammatical components, aiming at slow but sure accumulation of speaking and writing ability); and interaction (interchanges among the students to solidify speaking skills).

The illustrations of multiracial people and their day-to-day activities are most enticing. Women, moreover, are shown doing all sorts of jobs. There appears to be enough variety to satisfy an international group of ESL students.

Published by:
Litton Educational Publishing, Inc.
450 W. 33rd Street
New York, NY 10001
Book 1 © 1978
Books 2, 3 © 1977
Language: English
Type of book and length: Three paperbacks — 584 pages
Intended level: Secondary Grades and College
Current cost: Teacher's edition (1): $3.00; Student textbooks (2, 3): $2.56

Yo Puertorriqueño

By Awilda Orta and Anne Corrigan Sheridan

This is primarily a book of photographs whose captions provide a bilingual/bicultural text appropriate to the urban classroom. The book's strength is that it does not burden young readers with excessive print but rather relates culturally significant images with a minimum of description. Relationships between life in the United States and in Puerto Rico are shown through the medium of photography. Maps, students' photo pages, and questions specifically aimed at the children are also included.

A Teacher's Guidebook accompanies this book. It contains an introduction, lesson plans, bibliography, list of new library materials, and a space for written notes. Motivation to get into a wide range of topics is amply provided in this guidebook.

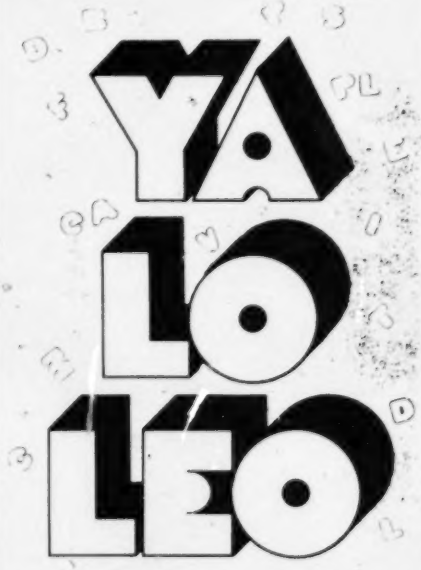
Published by:
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Il 60025
© 1972
Languages: English and Spanish
Type of book and length: Paperback — Teacher's Guidebook: 25 pages
Textbook: 32 pages
Intended level: Primary Grades
Current cost: Textbook: $1.17
Teacher's Guidebook: 48¢

Ya Lo Leo

By Nathan Quiñones, general editor

This is a reader young beginners will use and enjoy a great deal. It presents in its text the consonants M, P, S, L, T, and D. The print is large and nicely spaced. The illustrations are simple but supportive. The vocabulary used is listed at the rear of the book in the order of its appearance in the text. Exercises for each lesson are likewise provided and enable the teacher to diagnose each pupil's reading or writing skills. With room for children to draw also given, *Ya Lo Leo* combines the qualities of reader and workbook in one inexpensive edition.

Published by:
Barron's Educational Series
113 Crossways Park Drive
Woodbury, NY 11797
© 1976
Language: Spanish
Type of book and length: Paperback — 66 pages
Intended level: Preschool-1
Current cost: $1.65



A.B.C. Leo y Escribo

By Almendros-Alvero

To borrow from the lexicon of football, this book is a triple threat: it is a reader, a student workbook, and a songbook — all in one edition. The print is large and well spaced. All vocabulary words are accompanied by illustrations. Ample space is provided for the boys and girls to practice writing the vocabulary words, and all of the words are presented in dotted lines to permit the children to trace each letter. Tests of word recognition follow each section. Instructions to the teacher at the bottom of each page can facilitate classroom work. Songs pick up the pace at appropriate spaces, and they doubtless enable teacher and children to enjoy a pleasant break.

Published by:
Cultural Centroamericana, S.A. de Guatemala
Distributed by:
Jesus Gonzalez-Pita
1540 S.W. 14th Terrace
Miami, FL 33145
© 1973
Language: Spanish
Type of book and length: Paperback — 166 pages
Intended level: K-2
Current cost: $2.70

BOOKS

The Whistler and Other Stories

Adaptations and exercises by Jean N. Dale, Edited by Willard D. Sheeler

These are five original short stories plus an adaptation of Anton Chekhov's "A Work of Art." They are simple enough to provide ESL students with a sense of accomplishment, yet stimulating enough to warrant further exploration and reading by the students locked in combat with learning English. The vocabulary is reasonably limited; only a selected number of grammatical structures is used. Words which may cause difficulty are defined within the story itself. Additionally, the words are listed by parts of speech at the back of the book. Oral and written exercises accompany the stories, as does an answer key. The pronunciation drills and dialogs seem most appropriate to ESL learning.

Published by:
English Language Services
14350 N.W. Science Park Drive
Portland, OR 97229
© 1975
Language: English
Type of book and length: Paperback — 101 pages
Intended level: Secondary Grades
Current cost: $1.95

Vistas de Juventud

By Joseph M. Vocolo and Enrique H. Miyares

A letter from a Peace Corps volunteer in Ecuador exemplifies the spirit of contemporaneous cultural impact the authors seek. The experiences presented in these four-page stories are quite realistic. Although the average youth is hardly in a position to visit Spain, there is still a romantic magnetism to stories of such trips. In this sense the book has real value as a supplementary text for intermediate Spanish students.

The stories are accompanied by a glossary of "passive vocabulary" at the bottom of each page, thus facilitating reading comprehension. Completion and identification exercises follow each story; one of the two usually emphasizes cognates, an always reliable anchor in the sometimes rough waters of second language instruction.

Published by:
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210
© 1977
Language: Spanish
Type of book and length: Paperback — 89 pages
Intended level: Secondary Grades
Current cost: $2.40

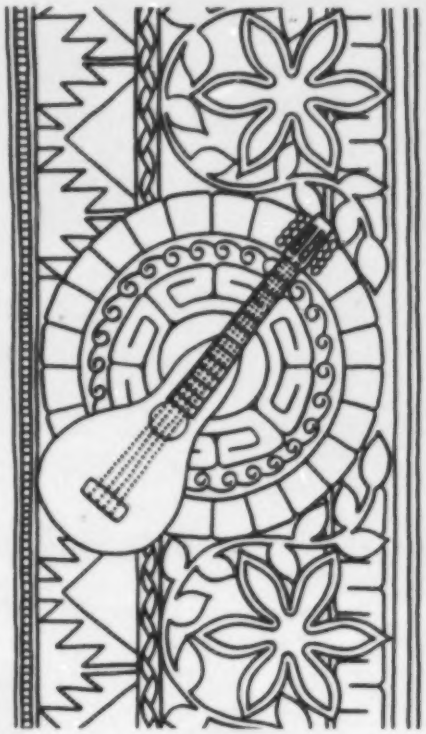
Vivencias de Juventud

By Joseph M. Vocolo and Enrique H. Miyares

This reader is a sequel to *Vistas de Juventud* and similarly tries to plug into the varied and actual interests of adolescent readers. The book's main strength resides in its concern with the specific Hispanic groups who people U.S. cities, i.e., Mexicans, Puerto Ricans, and Cubans. One chapter discussing contemporary Latin American music concludes with the opening lyrics of what has virtually become the Cuban national anthem, "Guantanamera" (women of Guantanamo). A trip to a barrio clinic and a tour of Mexico, among other topics, indicate the variety sought by the authors. The photography is excellent throughout and most supportive.

In reference to overall vocabulary, sentence structure, and verb usage, the exercises following each essay are more complex than in *Vistas de Juventud.* Some minimal research on such historical figures as Miguel Hidalgo or Benito Juárez is encouraged at times in lieu of exercises.

Published by:
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210
© 1977
Language: Spanish
Type of book and length: Paperback — 105 pages
Intended level: Secondary Grades
Current cost: $2.40



Vocabulario Ilustrado: A Bilingual Word Book

What is the difference between *mellizo* and "twin?" *Codo* and "elbow?" *Hilo* and "thread?" None, if you happen to know both English and Spanish. For those learning either language, however, *Vocabulario Ilustrado* may be an invaluable aid in learning words that constitute daily conversation. A clear description and definition of useful words give the student the opportunity to visualize objects and to use the words in phrases or sentences. Each word is introduced in the form of a riddle in either language, and the answer is provided in bilingual form. At the end of the book there are sections entitled "Words that tell which," "Words that tell how many," "Words that tell how," and "Words that tell where." The teacher will find these extremely useful in explaining the sometimes difficult concepts behind these words.

Published by:
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Il 60025
© 1973
Languages: English and Spanish
Type of book and length: Paperback — 144 pages
Intended level: Secondary Grades
Current Cost: $3.75

French Bilingual Dictionary: A Beginner's Guide in Words and Pictures

By Gladys C. Lipton

This dictionary is a worthwhile addition to the French department or bilingual program of any junior/senior high school or college. Readable, attractive, and entertaining, it features many illustrations, an excellent guide to pronunciation, and French-to-English as well as English-to-French listings. Accordingly, the book would have value both to native English speakers learning French and French ESL students.

Each word is given in the context of a sentence to further familiarize the student with the target language. Additionally, all verbs are conjugated in the present tense.

Published by:
Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797
© 1974
Languages: English and French
Type of book and length: Paperback — 386 pages
Intended level: Secondary Grades and College
Current cost: $3.95

The Angry Sea

Adaptations and exercises by Jean N. Dale, Edited by William D. Sheeler

These are six original, contemporary short stories designed in style and content to interest ESL students and to elicit in them the desire to read and inquire more deeply and thoroughly into the medium of English. Exercises which review vocabulary and grammatical structure accompany each story. These exercises get into such peculiarities of English as the "two word" verb *(turn on, get off)*; the comparative adjectival form *(-er than)*; and determiners *(a lot of, much* and *many* with plural and mass nouns). Answer keys are provided together with a page-referenced vocabulary from the six stories.

Published by:
English Language Services
14350 N.W. Science Park Drive
Portland, OR 97229
© 1975
Language: English
Type of book and length: Paperback — 109 pages
Intended level: Secondary Grades
Current cost: $1.95

Mi Diccionario Ilustrado/My Pictionary

This book attempts to close the gap between a child's abstract concept of a thing known to that child in one language and its name in a second language, be it English or Spanish. As the children identify a picture, a bilingual description underneath shows several translations, depending on the country of origin *(turkey* is entered as *cocono, gallino de la tierra, guajolote,* or *pavo).*

The artwork is first-class, and the type used is easy to read for young children.

Published by:
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025
© 1970
Languages: English and Spanish
Type of book and length: Paperback — 96 pages
Intended level: Elementary Grades
Current cost: $2.97

BOOKS

El Niño Que no Creia en la Primavera

By Lucille Clifton, Illustrated by Brinton Turkle, Spanish version by Alma Flor Ada

June Jordan, a distinguished black poet and critic, remarked of this book in the *New York Times Book Review*, "It's fun. It's believable. It makes you smile awhile . . . the illustrations indicate somebody who truly digs little people, knows some little man and his running buddy."

As a child's-eye view of city life, the story and illustrations are all Ms. Jordan says they are, and more. The first illustration, for example, shows with considerable brightness and careful detail an ethnically integrated classroom: children sitting on the floor sharing a book, chatting animatedly, whispering back and forth to one another, with only the hands, skirt, and legs of the teacher visible, she is shown holding a book and presumably waiting for attention.

The central figure, a black youngster named King Shabazz, doesn't believe in spring until his "running buddy," Toni Polito, leads him through the densely populated city streets and back alleys to a garbage pile behind one of the tenements. The two boys find — amid the rubble of tin cans, rocks, and broken bottles — a cluster of yellow flowers breaking through the soil. King Shabazz begins to lighten up in his insistence that there is no such thing as spring. Upon discovering a bird's nest with eggs in it inside a junked car, King is slowly won over.

This story is both realistic and delightful. The Spanish of Dr. Ada is impeccably suited to the setting and contributes further to the high quality of this superb multicultural reader.

Published by:
E. P. Dutton
201 Park Avenue South
New York, NY 10003
© 1976
Language: Spanish
Type of book and length: Hardcover —32 pages
Intended level: Primary Grades
Current cost: $6.95

Silvestre y la Piedrita Mágica

By William Steig, Translated by Rita Guibert

A winner of the coveted Caldecott Medal, this intricate but charming fable tells of the disappearance of Silvestre, the donkey who collects stones. Silvestre has the misfortune of finding a magic red stone which enables him to realize any wish he makes. The approach of a lion terrifies Silvestre into wishing he were a rock, and a rock he remains through several changes of season, to the consternation and finally the despair of his parents. How, a year later, the parents rescue Silvestre is a turn in plot designed to elicit peals of glee from the young readers or listeners.

On a serious note, any teacher or parent who has even momentarily lost track of a child or several children in a group knows the panic that ensues. Clearly then, this fable has a real message over and above the transports of delight it promises.

Published by:
E. P. Dutton
201 Park Avenue South
New York, NY 10003
© 1977
Language: Spanish
Type of book and length: Hardcover — 32 pages
Intended level: Primary Grades
Current cost: $7.95 (Paperback: $1.95)

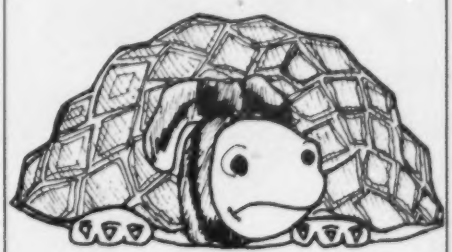
El Dolor de Muelas de Alberto

By Barbara Williams, Illustrated by Kay Chorao, Spanish version by Alma Flor Ada

What an appropriate story for children who have just made or will soon make their first trip to the dentist. Alberto, the little turtle, is surely a character they will identify with. An irresistable fellow, remarkably drawn by Kay Chorao, he is in need of some tender loving care instead of the disbelief he encounters from his parents, brother, and sister. Alberto is a winsome character even if his toothache is less than real.

In addition to serving as a fun reader, this book might be fruitful as a lead-in to discussions on dental and other hygiene.

Published by:
E. P. Dutton
201 Park Avenue South
New York, NY 10003
© 1977
Language: Spanish
Type of book and length: Hardcover — 32 pages
Intended level: Primary Grades
Current cost: $7.95



The Indian Historian (A Quarterly; Vol. 10, No. 3; Summer 1977)

Edited by Jeanette Henry

This remarkable journal is published by an honor society of American Indians founded in 1950 "to promote and develop the culture, education, and general welfare of the American Indians." That it has survived into the period of bilingual/multicultural education, bringing to bear informed and scrupulous research on various historical and contemporary matters, is no little accomplishment.

One of the articles describes a particularly warped cruelty: blankets from smallpox hospitals being introduced into the ranks of Indians.

Other articles discuss present Indian-Government relations. Short book reviews address recent publications on Indian culture and current affairs in a forthright, pro-Indian way: one review discusses *California Indian History: A Guide to Sources;* another discusses *Going for the Rain,* a recent book of poems by Simon J. Ortiz, a Pueblo poet.

Bilingual/multicultural programs would do well to subscribe to *The Indian Historian* in order to develop among students a solid understanding of Indian history, culture, and contemporary affairs.

Published by:
American Indian Historical Society
1451 Masonic Avenue
San Francisco, CA 94117
© 1977
Language: English
Type of book and length: Magazine — 64 pages
Intended level: Secondary Grades and College
Current cost: $6.00 per year (subscription); back issues, $2.00 each

Tsá' Ászi' (Vol. III, No. 1; Spring, 1977)

This quarterly magazine, published by the journalism class of Pine Hill High School, neatly presents the literary inquietudes of its young components. The magazine contains Navajo tales and stories, their customs and traditions. A section on traditional beliefs, illustrated by the students, keeps alive the Navajo warnings of human or divine punishment to those guilty of wrongdoings. One story is written entirely in Navajo, a worthy effort at preserving the students' own language.

This publication is a serious attempt at responsible journalism from Navajo high school students. Their efforts to maintain their culture and tradition are worthy of praise and respect.

Published by:
Ramah Navajo School Board, Inc.
Pine Hill CPO Box 12
Ramah, NM 87321
© 1977
Languages: English and Navajo
Type of book and length: Magazine — 72 pages
Intended level: Secondary Grades
Current cost: Single Copies, $2.00; Annual subscription, $7.00

Literacy for America's Spanish Speaking Children

by Eleanor Wall Thonis

Literacy for America's Spanish Speaking Children **is a response to the charge set forth by the International Reading Association for a viewpoint on the teaching of reading to Spanish speaking students. In this book, Eleanor Wall Thonis pursues three themes:**

- **— the nature of Spanish speaking children in relation to their success in reading**
- **— alternatives for helping Spanish speaking pupils achieve literacy levels commensurate with their greatest potential**
- **— review of the developmental nature of reading within the framework of first and second language literacy.**

This excerpt looks at reading tests in light of theory and practical classroom use.

Excerpts from Thonis, Eleanor Wall, *Literacy for America's Spanish Speaking Children.* International Reading Association, Newark, Delaware, 1976. Reprinted with permission of Eleanor Wall Thonis and the International Reading Association.

• Standardized Tests of Reading: A Warning

Reading achievement has always been a matter of universal concern in a world which values literacy and the literate individual. Students everywhere have been expected to advance in their quest for knowledge through the medium of a highly demanding, print-oriented curriculum. Teachers, too, have been expected to monitor students' abilities to cope successfully with materials of increasing reading difficulty. Usually, the review of student progress has taken varied forms along a continuum from informal observation by the teacher to formal assessment through the standardized test. In spite of the limitations of tests as instruments which provide adequate coverage of the many factors upon which reading proficiency depends, standardized surveys of reading abilities have continued to be the most widely used and the best known methods in school settings around the world. As data obtained on such measures serve as the basis for educational decisions, it is essential to examine the descriptive labels, *standardized* and *objective.* There are several potential hazards in using only test data in program planning under any circumstances. However, these dangers are even greater when the English reading achievement of Spanish speakers is assessed by means of testing instruments which may be both minimally objective and marginally standardized for speakers of other languages. There are several theoretical issues and some practical implications to consider.

• Theoretical Considerations

Measuring reading achievement of students for whom English is not a native language is an extravagant endeavor. Standardized reading tests have been administered customarily to assess *both* the levels of achievement of the students and the quality of the instructional programs. Although tests differ in kind, in efficiency, and in precision, they share the common intent of providing useful information which can be used to improve opportunities for learning. Tests have been defined as "samples of behavior," overt or symbolic. Tests have been described as "systematic procedures" for comparing the behavior of two or more persons*(1)*. Tests also purport to yield a measure of differential responses of individuals to the same stimuli. At best, all tests are thoughtful estimates and, at worst, they are dangerous guesses. In the evaluation process, of which testing is just one part, tests are merely tools. As tools, tests are as effective as the suitability of the measure used and the skill of the person using them. When the instrument selected is one that has been constructed from language and content within the perceptions of reality of a specified population (native speakers of English), its use must take into account a number of variables which may influence the outcomes and may limit considerably any inferences to be drawn from test results. The educational challenge of obtaining accurate and fair achievement data on pupils reared in different social and cultural milieux is, indeed, great.

Among the several theoretical considerations upon which the measurement of reading ability rests, there are three basic assumptions. The *first* is the assumption that the students have enjoyed equality of opportunity to have experienced an environment from which the test items have been selected. Also, implicit in this premise is the expectation of a relatively similar instructional program as well. The *second* is the assumption that there is mutual comprehensibility of the language of both the test giver and the test taker at a depth sufficient to carry out the tasks of the test, including receiving the necessary instructions and making the required responses. The *third* is the assumption that the normative data from which inferences are to be made have been gathered on a population representative of all pupils who are expected to take the test. Thus, responsible assessment of reading demands minimally that three conditions be met:

1. that the student has received comparable experiences and instruction in the content area;
2. that the student controls the verbal symbol system of English in its written form; and
3. that the student's characteristics of social class, economic status, cultural group, age, grade placement, and other essential identifying traits have been widely represented in the population sample on which the normative data have been established.

It is well appreciated that the totality of a student's ability to read is not measured in a test of an hour or two. An estimate of his reading achievement may be obtained from certain samples of reading behavior observed under certain conditions *(2)*. An objective test presumed to measure reading proficiency requires that the *same* set of circumstances apply to all students who take the test and that the test administration follow a standardized approach in matters of time, directions, assistance, and other procedural matters. Deviations or alterations of any aspect of the test administration change the outcomes and reduce the comparability of results. It is germane to ask how these theoretical questions affect the test performance of Spanish speaking students whose life experiences, native languages, and instructional programs in reading English are so different from the students for which the measures have been designed.

Of particular interest is the nature of the reading process itself. An examination of what has been tested, what has been taught, and what have been the major instructional objectives may reveal that a standardized reading test for English speaking pupils has merely measured unfamiliarity with the writing system or lack of informational background. If print exists because speech existed before it, if print owes its existence to speech, and if there is a highly interdependent relationship between speech and print, it would appear reasonable that, once the written code of English has been mastered, then students could read at a level of proficiency commensurate with their oral control of English. It cannot be assumed, however, that instructional programs in oral English only will automatically result in reading achievement. Response to print requires the student to see the visual symbols, to hear the auditory symbols which they represent, and to connect the sound-symbol associations to a meaningful referent. Written language cannot faithfully represent oral language. There are imperfections in the writing system which are problems for all who are native to English. The Spanish speaking pupil who responds to written English in terms of his own native language may experience difficulty in recognizing the sounds represented by the symbols. He may be applying the sound-symbol relationships of his native language as Spanish and English share a similar alphabet. Vocabulary items and word order, too, may be highly confusing for him. Such interference can occur as he attempts to decode English print and to make meaning of it. He may also encounter problems understanding what he has been able to decode. If the testing instrument provides different subtests for different skills and yields a vocabulary and a comprehension score, then the data may reveal significant variables beyond the test score. If the Spanish speaking student appears to decode English print and to recognize the words as written but fails to obtain meaning from them, it is likely that his background of information encoded and stored in the English language is insufficient for effective reading. If, on the other hand, the ability to recognize words is marginal as well, then the test data may be indicative of the student's inadequately developed decoding skills. An analysis of test data should take into account the nature of his native language, both in its oral and written patterns, and the possibilities of positive and negative transfer effects. It is essential to differentiate between the reading problems of students who have excellent skills in word recognition, yet who have minimal understanding of the semantic loading, and those students who have not acquired the fundamental skills needed for unlocking unfamiliar words.

• Practical Implications

When students are expected to deal effectively with the writing system of English as a foreign language, teachers and administrators often face burdensome educational decisions. Many students may aspire to advanced study in specialized fields of knowledge. A reasonable estimate of reading competence will assist everyone in selecting from among the available alternatives. At all levels, a test of reading English should be administered with the *purpose* for determining reading proficiency clearly in mind. Test data may be desired merely to determine the next appropriate level of reading instruction. Test information may be required to consider a non-native speaker for admission to a college, a

university, or a technical school where English is the language of instruction. Levels of reading proficiency may be needed to substantiate the advisability of technological study in areas where the essential content is published only in English. Reading competency may be a prerequisite for a governmental post in the political or diplomatic service of the country. Non-native speaking students' interests in the social sciences and humanities may demand a broader, deeper contact with English speaking peoples of the world through their language and literature in the original. The selection and administration of tests of reading achievement must be considered on the basis of the school placement of the pupil, the nature of the information sought, the purpose for seeking it, and the decisions which the test data will influence.

If achievement data are to be of any value in the decision-making process, not only must they be directly related to the purpose for which the data were obtained, but they also must be as complete and valid as possible. Educators may find it helpful to ask some of these questions when achievement test scores for Spanish speaking pupils are reviewed:

1. Has the student enjoyed reasonable access to the experiences (either first hand or vicariously) encoded in the print of English?
2. Has the student receptive control of English at a depth sufficient to understand what he is expected to do in the test situation?
3. Does the student comprehend fully the manner in which he is to make his response?
4. Has the student expressive command of English adequate for him to answer when test items require a written or spoken response?
5. Has the student received a reasonably systematic, sequential program of instruction in speaking and reading English?
6. Have students with this student's personal, social, and cultural characteristics been included in the normative data?

If most of these questions cannot be answered in the affirmative, then any inferences relative to the student's performance must be made very tentatively and the obtained data must be used very cautiously. It is most likely that the data represent only present performance narrowly circumscribed within the many sources of error previously mentioned. The data have minimal value for *classifying* the sum total of the student's ability to read English. It is certainly possible that other measures, other fields of knowledge, other cultural and social content, other time constraints within the same or comparable level of difficulty could provide different outcomes.

The data may have *predictive* value. They may predict future reading performance in academic settings where reading English is essential to survival. Useful information may be gathered if the examiner wishes to go beyond the score as a quantified classification. An analysis of the student's test performance on individual test items provides insights into specific reading requirements which were handled successfully and those which were a source of error. Each response may provide clues regarding the student's ability to persist, to reason verbally,

and to solve problems presented in the print of another language. Such information can be used to document the student's reading strengths, to diagnose his special reading needs, to identify the kinds of materials he can read independently, and to serve as the basis for future educational decisions. Careful examination beyond the single, numerical score makes judgments possible beyond the classification level which may, in some instances, result in arbitrary selection of students for placement or advancement purposes. Teachers and administrators may have a better basis for making fair and equitable decisions regarding their Spanish speaking students. It would be blatantly unjust to deny students the opportunities they may seek when the test data upon which the choice was made may be highly questionable.

In summary, the appraisal of reading achievement in English as a foreign language is a difficult and demanding challenge to educators everywhere. Standardized reading tests normed on a population of native speakers of English provide only limited estimates of reading achievement and potential of students for whom English is a foreign language. It seems prudent to caution users of standardized measures of the several sources of variability and of error in these instruments when they are used with students who have been reared in different social, cultural, economic, and educational settings. Test selection must be made on the basis of the specific purpose for testing. Further analyses of test results beyond the total and/or subtest scores provide useful diagnostic information. There are many risks involved in appraising the reading achievement of students for whom English is a foreign language. To make wise educational decisions for students, educators must be well aware of the number and kind of hazards involved in the use of standardized tests. It is prudent to augment obtained test data with all other information available. Teacher-made tests developed for assessing specific skill acquisition may not offer a basis for comparing a student's performance with a group. However, such criterion-referenced measures devised to measure specific reading areas will give reasonable estimates of how a student functions along the reading skills continuum. Informal reading inventories are useful for determining the level of difficulty a student can manage without failure and frustration. A teacher's sensitive ear in oral reading sessions or in class discussions of material read silently can serve as a precision instrument to check comprehension. The means by which a student's reading potential and achievement can be evaluated are multiple. Teachers and administratiors should be encouraged to use any and all methods best suited to obtain the most accurate and most predictive estimate of reading achievement for *all* students, but especially for those who are reading in a language not native to them.

Yet, teachers of reading in Spanish have the need to determine progress rates and to decide whether their pupils are moving along at a pace commensurate with readers of English. There are few, if any, tests of reading which meet the rigorous criteria of validity and reliability for use with a population of Spanish speaking pupils who are moving back and forth between two languages and two cultural influences. Until adequate measures of reading achievement in Spanish can be developed and researched, the levels of accomplishment of these pupils can be determined by other means. One technique is the assigning of a reading difficulty index to the materials available for use in the Spanish reading classroom. An index based upon the sentence lengths, word frequency, and/or the number of polysyllabic words and other indicators of reading complexity may be applied. The work of Spaulding *(3, 4)* and Patterson *(5)* would be most helpful for educators who should wish to analyze the readability of the Spanish literacy program materials. Of course, an analysis of Spanish written materials should be undertaken only by persons with native or near-native skills in the Spanish language. After an identification of the levels of reading difficulty, teachers could then group books and worksheets into units of comparable readability and arrange them in a hierarchy from the easy to the difficult in such a manner as to support steady, continuing progress. Still another method of measuring reading achievement for the Spanish speaking child could be accomplished by assigning English equivalent grade level designations to comparable stages in the Spanish reading program. A committee of teachers familiar with the expected performances of pupils from the preprimer through the sixth grade readers could examine the skills and contents at each specific level for each language and could come to some consensus regarding anticipated achievement. There are numerous reading skills common to successful achievement in both languages, and there are some unique requirements for each language. Through a thorough and thoughtful examination of both of the reading programs, the group could identify equivalent levels of achievement and develop a useful yardstick by which to judge the progress of the Spanish speaking reader of Spanish. Measurement should be a *part* of the process by which the literacy program is evaluated. It should serve the purpose of evaluation by providing data upon which the reading plans can be redirected as needed to better serve children. The school has a serious responsibility for avoiding measurement techniques which may be unreasonable, unproductive, and damaging to the self-confidence of any child, especially one who needs to feel accepted, respected, and successful in a culturally different setting.

Eleanor Wall Thonis received her PhD from Stanford University. She is currently District Pyschologist for the Wheatland Elementary School District, Wheatland, California. In addition, she consults for the Marysville Joint Unified School District in the bilingual program.

References

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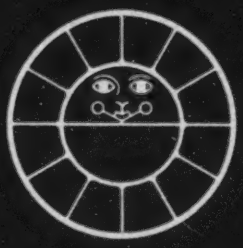


Publications of the National Dissemination and Assessment Center

THE WELL OF TIME

What are the needs of the Filipino American high school student in the bilingual multicultural program? Educational materials must be written in a medium that is not only informative but also formative, not only factual but also humanistic, not only systematic but also artistic. Thus, the Filipino staff of the Asian American Bilingual Center conceived the idea of presenting Philippine culture to students through the medium of the short story. It is through literature that we not only learn about culture but also experience it. With the assistance of N. V. M. Gonzalez, a noted authority on Philippine literature and a professor at California State University, Hayward, the Asian American Bilingual Center developed *The Well of Time*.

The Well of Time is a collection of 18 short stories written by several generations of Filipino writers. The settings in the stories take the reader through the Philippines, from North to the South, from the cities to rural areas, and extend to the Midwest, West, and Northwest of the United States. The stories are divided into four cultural/experiential categories, namely: Home and Native Country, Of Identity and Family, A Sense of History, and Of Change and Values.

Remarkable on a number of levels, the book achieves its impact by taking us inside a number of lives, characters, and relationships through the dramatic medium of the short story. As the editors note in the preface, the stories are unique wells of time, which have never dried up. The well is an apt metaphor because in Filipino rural life, the well is a gathering place, a place where collective experience is forged into the stories of everyday life.

The book contains at least several stories of certain international literary rank such as "The Stuff of Heroes," by J. Eddie Infante; "The Prisoner," by Rogelio R. Sikat; and "People in the War," by Gilda Cordero-Fernando. Each story in the anthology, however, offers its own distinctive insight into a particularity or quality of Filipino life; the content and writing of each is arresting.

A teacher's handbook accompanies the anthology. In it are found a set of questionnaires that will help the teacher assess his/her teaching of the short story, an essay by N. V. M. Gonzalez that introduces the reader to the Filipino storyteller's art, three models the teacher can use to help students discover the subtleties of fiction, and recommended study questions for each story in the anthology.

Compiled by Teresito M. Laygo
Critical Essays, Notes, and Study Guides by N. V. M. Gonzalez
Asian American Bilingual Center
NDAC-LA, 1978, Student Edition: $4.95, Teacher's Guide: $4.85

PRUEBA DE LECTURA DEL DISTRITO DE EL MONTE: LEVEL K (EL MONTE READING TEST: LEVEL K)

This criterion-referenced reading readiness test is currently available for the kindergarten level (Level K). Developed by El Monte School District in California, the test pursues nine areas, with three items per area. Vivid graphics accompany each item. The specific objectives are as follows:

1. *El alumno igualará figuras semejantes.*
2. *El alumno identificará objetos que se relacionan.*
3. *El alumno identificará conceptos espaciales (adentro de, debajo de, arriba de, al lado de).*
4. *El alumno identificará acciones especificas.*
5. *El alumno identificará los tamaños.*
6. *El alumno identificará pares de palabras iguales.*
7. *El alumno marcará una letra cuando se le da el nombre de la misma.*
8. *El alumno igualará tres mayúsculas con sus minúsculas.*
9. *El alumno marcará tres palabras que tienen las consonantes q, v, y c suave.*

Objectives seven, eight, and nine are first-grade objectives. These items will be included in the first and second grade levels of the test. This will permit teachers to monitor students' growth through the primary grades.

Prepared by Title VII Bilingual/Bicultural Program Staff
El Monte School District, El Monte, California with the assistance of Raúl J. Palacios-Jiménez
Benigno C. Campos, Project Director
NDAC-LA, 1978

MY NEW FRIEND, DAVID

This story introduces the reader to the Chinese-American community in San Francisco through the friendship of two little boys. Bobby Garcia manages to get lost, and David Fong, befriending him, mollifies Bobby's anxiety by giving him a very personal tour of Chinatown. The story ends on a delightful note of fortune cookies and new found relationships.

Asian American Bilingual Center
Illustrated by Alan Takemoto
NDAC-LA, 1978, $.95

BILINGUAL/BICULTURAL EDUCATION: TITLES AND ABSTRACTS OF DOCTORAL DISSERTATIONS

This descriptive compilation of dissertations on bilingual education provides teachers with a handy yet inclusive reference to particular classroom techniques or concepts. In addition, it supplies graduate-level researchers with a definitive list of works in bilingual education. The main sections include Program Management, Assessment, Language, Curriculum, and Affective Domain.

By Permission of University Microfilms International, Publishers of *Dissertation Abstracts International*
NDAC-LA, 1978

TAGA THE GREAT

Taga, the legendary tragic hero of the Pacific Islands, was given the label of "the Great" because of the marvelous feats he was able to perform. Like all folk heroes, he is much larger than real life, and the stories about him seem to be endless. This book, designed to accompany the social studies unit on the Marianas, recounts some of the many tales of Taga.

By Frances S. Baker
Mariana District Department of Education
NDAC-LA, 1978, $2.65

ASSESSMENT INSTRUMENTS IN BILINGUAL EDUCATION: A DESCRIPTIVE CATALOG OF 342 ORAL AND WRITTEN TESTS

Those involved in bilingual settings will find this book most useful. Covering 38 languages in 411 tests and ranging from pre-kindergarten to adult education, this catalog describes the features of each assessment instrument in a non-judgmental manner. Each of the eight chapters represents a major category of tests, e.g., language proficiency, language dominance, and self-concept and personality. The same format is employed throughout in describing each test. The chapters are subdivided into the three areas of English, Spanish, and other languages.

By Robert J. Silverman and Nan G. Tupper
Northwest Regional Educational Laboratory
Portland, Oregon
NDAC-LA, 1978

Instructional Materials Selection Guide

This guide describes Spanish/English materials for bilingual/bicultural education and English as a second language. The emphasis is on materials for teaching language arts, science, history, social studies, and math.
The guide was prepared by teachers and county and district educational personnel throughout the state of California under the direction of the California State Department of Education.
Each description includes a statement on grade levels, components, general description, goals, and organization.
An important reminder: the use of the guide should not be a substitute for actual study of the materials. A list of publishers and their addresses is included.

Developed by California State Department of Education
NDAC-LA, 1978
Current cost: $1.75

SPANISH/ENGLISH BALANCE TESTS

Spanish/English Balance Tests enable the teacher to discover: (a) the pupil's relative strength in vocabulary in three areas or domains of language use, (b) the pupil's relative ability to handle important grammatical operations in Spanish and English, and (c) the degree of standardness of the Spanish and English used by the pupil.

The tests are the cumulative result of several years of research and development by the Program on Teaching and Linguistic Pluralism at the Stanford Center for Research and Development in Teaching. The field-test edition should be available from the NDAC-LA by Summer 1978.

SIPNAYANG PANGKINDERGARTEN HANDBUK NG GURO

Sipnayang Pangkindergarten Handbuk ng Guro (Kindergarten Mathematics/Teacher's Handbook) is a pilot edition produced by the Asian American Bilingual Center in Berkeley, California. After completion of pilot testing, the NDAC-LA will publish a field test edition. The purpose of the text this handbook accompanies is to foster a positive attitude toward learning mathematics, through the dual presentation of the same concepts, information, and theories in English and Pilipino.

For each chapter of the pupil's text, the Teacher's Edition contains these corresponding functions: (1) the mathematical background of the topics taught in any given chapter, (2) objectives of the chapter, and (3) detailed directions for using each page of the text. The book is intended for average ability students. Each page has matching Pilipino and English texts.

MATH TERMS

This slim volume covers math terminology in five languages, each coupled with the English counterpart: Pilipino, Samoan, Korean, Cantonese, and Spanish. Developed by the ESEA Title VII Staff, Los Angeles Unified School District, the book is divided into chapters dealing with the following: numbers and number sets, place value, addition, subtraction, multiplication, division, fractions, decimals, geometry, and measurement. Each chapter is subdivided into three categories: the vocabulary section lists the new words to be encountered; the second section states in deductive form the concepts covered within that chapter; the last section deals inductively with questions that can help in the understanding of the concepts.

Developed by ESEA Title VII Staff
Los Angeles Unified School District
NDAC-LA, 1978

Wikang Pilipino

Wikang Pilipino is a bilingual Pilipino and English textbook for learning the Philippine language for grades 9-12. The book is based on an integration of spoken Pilipino rooted in Tagalog grammar and vocabulary, and the formal or standard Pilipino taught in schools. The preface notes further that Pilipino, as an amalgam of Ilocano, Visayou, and Pampango as well as English, Spanish, and Chinese, is still a developing language.

The bilingual format of *Wikang Pilipino* has Pilipino on the left side and English on the right side of each page. Exercises accompany the text; vocabulary and additional, usual expressions are also provided.

BILINGUAL EDUCATION PAPER SERIES

BILINGUAL EDUCATION PAPER SERIES*

The NDAC-LA has established the *Paper Series* to provide educators with recent research and position papers on bilingual education.

The following are brief descriptions of previous issues:

AUGUST 1977

IMPLICATIONS OF CURRENT ASSESSMENT PROCEDURES FOR MEXICAN-AMERICAN CHILDREN

by Jane Mercer, PhD

The realities of discriminatory intelligence-testing of Mexican-American children in a local school district in Riverside, California, are described in this paper. The data, logic, and analysis presented by Dr. Mercer are impeccable and impressive.

SEPTEMBER 1977

LINGUISTIC BASES FOR BILINGUAL EDUCATION

by Muriel Saville-Troike, PhD

Dr. Saville-Troike discusses the various functions and characteristics of language. The author scrutinizes the "contrastive" point of view on language in education, which she feels has held sway the last 30 years. Dr. Saville-Troike believes that "language interference," the idea that the first or native tongue is somehow to **blame** for the difficulty a student might have learning a second language, is an invalid concept. In detailing and analyzing areas of "language interference," the author discusses bilingual education and language instruction from a linguistic point of view.

NOVEMBER 1977

THE DUAL LANGUAGE PROCESS IN YOUNG CHILDREN

by Eleanor Thonis, PhD

With a great deal of sympathy and insight into her subject—young children—Dr. Thonis discusses the difficulties of dual language learning: "gloomy prophecies" that see "the burden of **dual language** learning as overwhelming." The author counters the prophets of gloom by urging use of the stronger language to serve as the medium by which the child absorbs new concepts, ideas, and experiences at the earliest possible age. Language **pro forma** and language as a carrier of data and knowledge are two different things, and Dr. Thonis argues against the injustice of expecting a child to master a new language (phonology, structure, vocabulary and semantics), orally and in writing, simultaneously with acquiring information conveyed in the new language.

DECEMBER 1977

ATTITUDES TOWARD LANGUAGE AND THEIR IMPORTANCE FOR CHILDREN'S LANGUAGE LEARNING

by Ronald Macaulay, PhD

The author argues for a cultural approach to language learning. Attitudes "which squander time and energy on trivia" are harmful, since the child has two worlds to absorb. Macaulay notes that differences teachers may consider significant are of no consequence to the child, and that the emphasis on both languages should be on communication rather than language itself.

JANUARY 1978

THE POLITICS OF SPEAKING: AN APPROACH TO EVALUATING BILINGUAL-BICULTURAL SCHOOLS

by Frederick Erickson, PhD

Dr. Erickson presents a "sociolinguistic design for evaluation research," based upon his ideas about the "politics of speaking," the way a situation influences or determines the conduct of daily speech. He believes that a non-critical position, at the least, is necessary to measure and evaluate the various common speech patterns of bicultural children: "No language used by students would be 'politically illegitimate' or 'subversive.'"

FEBRUARY 1978

LOCUS OF CONTROL, SOCIAL CLASS, AND LEARNING

by James A. Vasquez, PhD

The causes of success and failure can be perceived as an internal process or an external one. Relationships between internality/externality and academic performance are explored in this paper by Vasquez, who pursues, in addition, the effect of the variable of social class on locus of control/academic achievement. The paper includes a discussion of classroom procedures for fostering internality.

*** A year's subscription (12 issues) is $9.00. Subscriptions may be ordered from:**
National Dissemination and Assessment Center—ESEA, Title VII
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Attention: PAPER SERIES

Payment must be included. Make checks or purchase orders payable to: National Dissemination and Assessment Center, CSULA Foundation.

MARCH 1978

A FEW THOUGHTS ABOUT LANGUAGE ASSESSMENT: THE LAU DECISION RECONSIDERED

by Edward A. DeAvila and Sharon E. Duncan

The effects of the Lau decision in light of language assessment is addressed in this paper by DeAvila and Duncan. Forty-six currently available tests are reviewed in light of "some commonly accepted notions about the structure of language and the general question of language acquisition in relation to development." The authors conclude with a discussion of the Lau decision in terms of linguistic, developmental, and sociocultural factors.

APRIL 1978

CULTURALLY RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAMS FOR NON-ENGLISH SPEAKING CHILDREN

by Theresa Herrera Escobedo

Culturally responsive programs, states the author, "are those which incorporate the child's native language and cultural knowledge as part of the curriculum." Self-concept, culture, and achievement must be approached in an integrated manner in early childhood programs. In this paper the author synthesizes research, states the implications springing therefrom, and delineates current needs in this field.

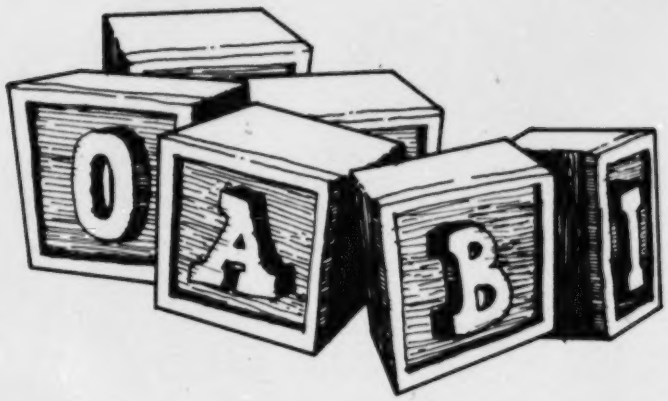
MAY 1978

PREDICTION OF COLLEGE ACHIEVEMENT AMONG MEXICAN-AMERICAN STUDENTS IN CALIFORNIA

by Jonathan R. Warren

Bilingualism, cultural differences, poor prior schooling — these factors have been viewed in previous research and have "probably interfered with the educational progress of Mexican-American students." However, a fourth factor, that of the college admissions process, is researched in this article. The findings indicate that current standards, i.e., test scores and grades, need not be different for Mexican-Americans than for other students. The author points out the need for "alternative doors to higher education."

Basic Inventory of Natural Language (BINL)



The *Basic Inventory of Natural Language* (*BINL:* Elementary), an instrument for language assessment, is designed to determine" language dominance, proficiency, and growth of students in language arts and reading programs." To measure these aspects of language at the elementary level, a sample of natural oral language is taken and analyzed for each student. The descriptive statistics which *BINL* provides are based on sample norms taken from English and Spanish speakers' scores in five school districts in California and Illinois. In addition, the *BINL* has limited data available for "Portuguese, Italian, and different other-than-English languages."

The sample (or separate samples for each language spoken by a bilingual student) is taped and must contain a minimum of 10 partial or complete sentences. These sentences may be obtained from three basic activities that elicit language: Story Starter Posters, Story Sequence Pictures, and Talk Tiles. The Story Starter Posters, a set of 40 attractive, commercially-available photographs, capture aspects of life to which a child can easily relate. For example, a few depict events that might occur while riding a school bus. The child is to think about the picture and tell a factual or descriptive story that the picture has evoked.

The Story Sequence Pictures are found in a commercially-available book of 16 ditto masters. Each master contains several illustrations of activities or events that are familiar to most children, such as going to school, to the doctor's office, or to the zoo. The child is to put the pictures in any sequential order and tell a story.

The 60 Talk Tiles are small cards, each containing a drawing of an object (animals, toys, desserts) or of various people engaged in different activities (riding a snowmobile, cooking at a campfire, fighting with water pistols). The drawings of the Story Sequence Pictures and Talk Tiles are attractive, and there are sufficient items for selection. However, one of the weaknesses of both is that some of the activities depicted may not be familiar to all Spanish-speaking children, and in addition, only English words can be found in these illustrations.

Before a sample is taken for scoring, the student is to become acquainted with the three language activities by participating in five or six small-group practice sessions without the presence of an adult. Such practice sessions have the advantage of involving the student in oral language activities with minimal inhibitors to natural language production. Lack of familiarity with the procedures for each of the activities and/or lack of experience in the use of a tape recorder could inhibit or limit language performance. The presence of an adult, as in an individual testing situation, could also prevent the use of idioms or non-standard forms, thereby inhibiting production and affecting the test scores.

The peer group setting is ideal for taking samples of natural language. Since "the natural language of children . . . is acceptable," grammaticality and the use of dialectical forms, non-standard language, or borrowed words do not affect the student's scores. Instead, they provide information on the student's dialect and his/her language development. Clarification of the criteria for distinguishing a borrowed word (which is scored) and a "word substituted from another language" (which is *not* scored) is in order. It is not always possible to make this distinction with the examples given in the *Instructions Manual* – *patio* is the example for borrowed words. Examples of words substituted from another language are limited to the following:

Ay, where is my **chamaco?**

Si, dice el muchacho, este es muy **exciting.**

Once a sample is taped for scoring, the examiner must transcribe the factual, descriptive, or imaginative short story that was elicited by the Story Starter Posters, the Story Sequence Pictures, or the Talk Tiles. Subsequently, the examiner may hand score the samples or prepare the forms for machine scoring by CHECpoint Systems.

To assure standardization; specific rules must be followed in scoring Fluency, Level of Complexity, and Average Sentence Length. Each of these components in scored separately and later analyzed according to specific procedures. An understanding of grammar and familiarity with *BINL*'s system for scoring is essential. The *Instructions Manual* contains information that is required for scoring the samples. Fluency scores consider the "total number of words used by the student," i.e., the usage of "vocabulary, structures, and forms of the language." The Level of Complexity serves as an index of the child's "command of structures of the language" such as "modifiers, phrases, and clauses."A contradiction arises in the scoring procedures for partial and complete

sentences. The *BINL Instructions Manual* states that single word samples as well as the utterances "on the table" and "on the hill" are counted as partial sentences; these locative prepositional phrases are also scored as "phrases." Yet in the discussion of language competence and performance, "on the table" is credited as a complete sentence:

> The language production will not be an accurate reflection of a child's total language competence unless consideration is given to those parts of language that he eliminates because of context or situation.
>
> For example, the child who says "on the table" in response to another child's question "Where are the toys?" has the phrase "The toys are . . ." within his competence, otherwise he could not answer the question. He did not say "The toys are on the table" because it was unnecessary to do so; therefore, we must assume that he was *able* to say the complete sentence, but *chose* not to do so. For this reason, in analyzing such a response, credit is given for a complete sentence. In assessing fluency (word count), however, we will only count those words that are actually produced, thereby placing value on complete and explicit language.

The derived *BINL* scores are used to assess language dominance and the level of language complexity (*BINL* Complexity Levels). The dominant language is determined by a comparison of the scores obtained from each language sample. The six *BINL* Complexity Levels consider grammatical structures that are common for each level. The constructors of the test indicate such structures could be useful in designing language activities for the student.

Examples and definitions of grammatical terminology are at times brief or incomplete in the *Instructions Manual*. The distinction between "borrowed words" and "words substituted from another language," the information on clauses and phrases and on basic sentence types could be expanded. The value of the *BINL* Complexity Levels might be increased if more examples were provided in both languages. Examples for each of the grammatical structures are provided in English for Levels I-II; they are omitted in Levels III-V. Yet, Levels III-IV contain the most complex structures that would require clarification with examples in both languages.

However, the *Instructions Manual* contains useful examples in both Spanish and English which illustrate the scoring procedures. It has, in addition, the *BINL* English and Spanish Vocabulary List of 259 words which constitutes "a comparison of the words of highest frequency in English and Spanish" that account "for 50 to 75 percent of all ordinary reading matter exclusive of proper names." The absence of data on theoretical aspects and field testing in compiling the frequency list makes such claims questionable. The *BINL* English/Spanish Vocabulary List has a few errors in accentuation. Some words are accented incorrectly: *dió, vió, grácias,* and *a tí.* In other instances the accent has been omitted. For example, *solo* is unaccented when it means *only*; the preterite of *correr* is given as *corrio.*

The rationale of using and accepting a child's natural language regardless of the a-grammatical, dialectical, or non-standard forms used, as well as the availability of tests for the elementary and secondary levels and the complexity of scoring procedures are some of the features of *BINL* that might be considered by those selecting an instrument for language dominance and language assessment.

Basic Inventory of Natural Language. **CHECpoint Systems, inc., 1558 N. Waterman Ave., Suite C, San Bernardino, CA 92404. © 1977. *BINL* KIT (Complete Elementary or Secondary): $85.00; *BINL* COMBINATION KIT (Complete Elementary and Secondary): $115.00. Items can be purchased separately.**

Native American Poetry

a lesson for you

there are no cowards
among butterflies
there are no brave warriors
among panthers

see now !
this is a lesson for you !

the panther
may never run from an enemy
the butterfly
may run without shame

see now !
do you understand this lesson?

NORMAN H. RUSSELL

city lights

i want you to cry
as i did at my fathers death
i want you to bend

ive squatted in tears ever since
& im not going to
give my child to you
willingly

not a hair
not an inch
not a year

but when the child
is no longer the child
& makes decisions like no child could

i'll squat in waiting
like an old-timer should
waiting in answers
for the questions beginning

grandfather?

KARONIAKTATIE (Alex Jacobs)

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